INSIDE

Special coverage on AIDS and the fight against it.

Insert: *The Facts About AIDS,* a comprehensive 16-page pull-out reference for NEA members, with an introduction by Surgeon General C. Everett Koop.

2 President's Viewpoint: Education the key to stopping the spread of AIDS.

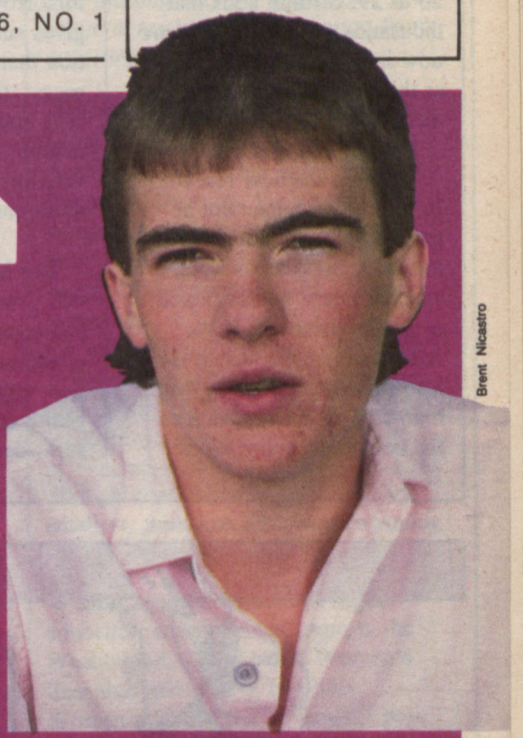
14 NEA launches unique health information projects in three states.

16 Delegates to NEA Representative Assembly call for thorough anti-AIDS offensive.

NEA Today

WASHINGTON, D.C. SEPTEMBER 1987

A NEWSPAPER FOR MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION VOL. 6, NO. 1



Brent Nicastro

WHAT MOTIVATES US?

Luis Villalobos

STUDENTS SPEAK OUT PAGE 4

PRESIDENT'S VIEWPOINT

AIDS Education

A generation diseased. A generation taken early from our midst.

That prospect awaits us. Soon. Lee Strunin of the Boston University Medical School asserts—with no qualification—that in *less than five years,* Acquired Immune Deficiency Syndrome (AIDS) will become the leading cause of death among people aged 20 to 29. Strunin adds that thousands of these people are now in our classrooms and are at this very moment infecting themselves.

How to end this carnage? Through medical research? In time...we hope. But at present, not one authority will hazard a guess as to when a vaccine might be developed or a cure discovered. As AIDS ravages bodies, it is also ravaging the myth that high-tech medical advances—the celebrated miracles of modern science—offer armor against all pestilence. They do not.

Where, then, is hope to be found? In education—*education that changes behavior.* Education that prods us to assume responsibility for our own health. Education that drives home the message that the kind of life we choose today determines *if* we'll live tomorrow. Education that gives substance to the assertion that the most fatal diseases—from heart failure to lung cancer—are, to a great degree, generated or aggravated by our personal lifestyle decisions.

The kind of education that will thwart AIDS does not come easily. Simple transfer of information will not suffice. Effective preventive health education will, to be sure, demand accurate scientific information. But it will demand, to a far greater extent, the recognition that education is a community endeavor.

Joe Di Dio

NEA President
Mary Hatwood Futrell

School employees have a central role to play in this endeavor. Preventive programs—for AIDS or for any other behaviorally related disease—are effective only if instituted *before* self-destructive behavior begins. And America's school employees make up the only committed, caring, nationally dispersed network that can reach young people before they engage in behavior that invites disease.

Our responsibility is clear. But education designed to habituate students to safer, more prudent behavior raises sensitive moral issues. We cannot and should not dictate moral decisions to our communities. For this reason, successful health education presupposes community agreement on both content and method. Home and community support is not merely desirable. It is imperative.

To forge a community-based, AIDS-oriented prevention network demands resolution of often tense philosophical and political differences. Passions run deep on what constitutes appropriate material on human sexuality at each grade level.

But NEA will not run from the imperative to help craft AIDS education programs that respect the moral sensibilities of our communities. This past summer, our Association took the initial steps to assist NEA members throughout the nation with this most sensitive of tasks (*see pages 14 and 16*).

In addition, you will find in this issue of *NEA Today* a detachable AIDS factbook. With your help, this pamphlet can become the vehicle that will establish education employees as reliable sources of the information that our communities and our children need.

Our society is today shaken and tormented by the most terrifying public health nightmare of our lifetimes. Our students' lives are at stake. Only they can choose behavior that is health-enhancing rather than life-threatening.

But you and I can help. We must help. And we must begin now. □

TRENDS

Waistful Lives...

If they don't soon shift a few habits, today's students may someday be known as the flabulous generation.

The proportion of American children who are overweight has ballooned more than 50 percent over the last 20 years, according to a new study published in the *American Journal of Diseases of Children*. This dramatic increase, the study says, has placed the nation squarely (or roundly) in the midst of an obesity epidemic among children.

A lightweight issue? Unfortunately not: obese children usually grow up to become obese adults who are particularly vulnerable to a variety of health problems—most notably, high blood pressure, respiratory disorders, and diabetes.

...And Wasted Tests

Standardized tests continue to consume hefty amounts of classroom time, but they're woefully underused for the purposes of improving student performance, according to findings by the UCLA Center for the Study of Evaluation. In addition, notes the Center, the tests appear to be driving and narrowing the curriculum—particularly in schools serving children from families in poverty.

The Center, fortunately, moves beyond this harsh criticism to a positive prescription. The study presents two model approaches aimed to help schools make effective use of test results in instructional planning and improvement.

Copies of *Assessing Student Achievement* are available from the UCLA Graduate School of Education, Los Angeles, CA 90004.

Monitoring Migrants

The school dropout rate among the children of migrant workers has dropped dramatically during the last two decades. And a good chunk of the credit belongs to the Migrant Student Record Transfer Service (MSRTS), financed by Chapter 1.

The 50-state Transfer Service keeps computerized records of the academic progress and health histories of migrant children, who may change schools a dozen times a year. When a migrant student transfers, an administrator can obtain his or her full record by making a simple request to the Service.

In 1969, when MSRTS began, the dropout rate among migrant students stood at a stunning 90 percent. By 1987, that rate had been cut by more than half—to 40 percent.

Yup, Yup, and Away

Yuppies, your days of influence through affluence may be numbered. The FLYERS have arrived, and they've got $200 billion dollars in buying power that says they can one-yup you.

What are FLYERS? Harvard law students Lawrence Graham and Lawrence Hamdan coined the term in their new book, *Youth Trends*, to describe 15- to 24-year-old Fun- Loving Youth En Route to Success.

FLYERS, say the authors, are younger and more laid back than Yuppies, but no less smitten with consumeritis. The difference is that while Yuppies drive BMWs, drink Dom Perignon or Perrier, and worry about the Dow-Jones industrials, FLYERS prefer bicycles, drink Gatorade or Bud, and invest their funds—at Mach I pace—in movie tickets and pizzas.

Just Say Wait

$17.9 billion! That's how much teenage childbearing cost the nation last year in federal welfare payments alone, according to a report by the Center for Population Options, a Washington-based nonprofit group.

A child born to a first-time teenage mother, the report says, will cost taxpayers $14,852—in medicaid, food stamps, and aid to families with dependent children—by the time the baby reaches age 20. If the mother postpones having a child until age 20, the cost to the public dwindles to $8,911. That's a savings of roughly 40 percent. □

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EDUCATION REFORM

National Teacher Certification Moves Closer to Reality

Voluntary national certification of teachers who meet high standards of performance is still at least three years off, but it moved one step closer this past May with the incorporation of the first-ever National Board for Professional Teaching Standards.

In a major victory for NEA President Mary Hatwood Futrell and other NEA leaders who served on the Board's planning group and urged the need for true self-governance of the teaching profession, the Board's bylaws require that a majority of the Board's 63 members be practicing classroom teachers.

The Board begins functioning this month. Twenty-nine of the 33 national leaders who spent eight months planning the Board were named its first members. As we go to press in mid-August, a committee is filling the remaining 34 seats from a list of 400 nominations submitted by NEA and other groups.

Once 5,000 teachers have been certified by this interim Board, certified teachers themselves will begin electing their Board representatives, who will serve staggered three-year terms.

"The designation 'board certified' will come to carry real meaning to the public, as it does now for doctors and lawyers," predicted former North Carolina Governor James Hunt, who chaired the planning group. "The public will come to demand this certification."

Lauding the establishment of the Board, NEA Vice-President Keith Geiger called it "an education milestone" and "an important symbol of teacher empowerment." But now, he added, "the *real* work begins."

Several key questions remain to be resolved:

► What will national certification signify, and how will it relate to state licensure standards? Will it allow more teacher mobility across state lines? Will prospective teachers be required to get national certification as a condition for receiving a state license to teach?

► What will be the impact of the new national standards on ethnic minority teachers, whose numbers are already declining?

► Will school districts try to lure nationally certified teachers with higher pay or different job descriptions? How will the competition for the first such teachers exacerbate the gap between rich and poor districts?

► Will the national certificate bring about "tiered" staffing with a few highly paid "master teachers" supervising an ever-changing group of short-term, entry-level teaching assistants, as AFT President Albert Shanker has proposed?

The new Board presents the Association with yet another organizing challenge—but one with great potential for giving teacher control over their own professional destiny. Local and state Associations will need to become informed and involved in order to influence the direction of the national board's deliberations.

The dual challenges confronting the Association in the years ahead will be to ensure that the national Board becomes a powerful force for the improvement of the profession *and* that the states retain their appropriate position as the guarantors of rigorous entry-level standards for aspiring practitioners.

—Ann Kurzius

State Standards Boards Need Autonomy, Teacher Majority

How the new national teaching certificate will be recognized in any given state will be up to the state authority that regulates licensure. In most states, this is the state board (or department) of education—often staffed by bureaucrats far removed from the classroom.

Deep River junior high history and social studies teacher Tom Sullivan leads the Connecticut Education Association's push for a professional standards board.

Adding to the new importance of state licensing decisions will be the need to license hundreds of thousands of new teachers in the decade ahead, to replace the sizable cohort now nearing retirement age.

"If teaching is ever to become a true profession, teachers themselves must gain control over the decisions about who is allowed to teach," asserts NEA President Mary Hatwood Futrell. "In no other profession are individuals who do not meet professional standards allowed to practice. Yet we permit states to lower teaching standards to the level necessary to ensure that there's a warm body in every classroom."

Most states do have a teacher standards board, but it's usually only advisory to the state education agency, and teachers account for less than half the board's members.

In the past few months, NEA state affiliates from coast to coast have launched major drives to persuade legislators of the need for autonomous boards with teacher majorities.

In Nevada, for example, state Association leaders charged last spring that the existing state standards board was abusing the "emergency license" loophole and allowing underqualified people to teach. Asking that educators be made responsible for setting the standards for their own profession, Sue Strand, then Association president, told the legislature that teachers "will not hesitate to refuse licensure to prospective colleagues." After all, she said, "it is the reputation and integrity of *our* profession that are at stake."

NSEA had already made support for an autonomous board one of its criteria for deciding which legislative candidates to endorse, and had built strong grassroots member enthusiasm for the issue. The legislature got the message and in June created an autonomous nine-member Commission on Professional Standards for Education. In another win for NSEA, the Commission was given full responsibility for administering the state's initial licensing examination.

The new Commission's members: one secondary teacher, one middle or junior high teacher, one elementary teacher, one special education teacher, one counselor or school psychologist, two school administrators, one dean of a college of education, and one representative of the general public—all appointed by the governor.

Prior to the Nevada breakthrough, only three states—California, Minnesota, and Oregon—had autonomous teacher standards boards.

In other recent state action—

► The Montana legislature voted overwhelmingly to create the state's first-ever Certification Standards Advisory Council, as urged by the Montana Education Association. The new board—advisory to the state education department, but with a required teacher majority—enjoyed the support of a broad coalition of education supporters.

► Connecticut Education Association activist Tom Sullivan was appointed to chair a state board of education study committee to consider the feasibility of creating Connecticut's first-ever professional standards board. "Our report recommended an autonomous panel with a teacher majority," Sullivan says. "Now we're waiting for action by the state board. Meanwhile, strong grassroots support for the concept seems to be building."

► California state superintendent Bill Honig—one of the few top state school officers to speak out on behalf of teacher-majority standards boards—has incorporated the California Teachers Association's proposal for such a board into his sweeping package of education reforms to be taken up by the legislature.

► Association-backed bills to establish state standards boards or enhance existing ones were introduced in Louisiana, Maryland, Oklahoma, South Carolina, South Dakota, Texas, Vermont, and West Virginia, with the expectation that passage may take several years.

"In the 1988 election year," predicts NEA Instruction and Professional Development Director Sharon Robinson, "more and more state and local Association leaders will be making support of professional self-governance one of their litmus tests for deciding which legislative candidates to endorse."

—A.K.

News Beat

● At its 1986 annual meeting, the National Governors' Association issued a game plan for school reform entitled *Time for Results*. Now, a year later, the nation's **governors** have released a progress report on what states have done to improve education. The efforts range from mandates for lower class size to new scholarships for students who plan to teach. Still missing, say the governors, is an active commitment to education from the federal government.

● Barriers against women seem to be falling in the political arena. According to a recent study by Rutgers University, the number of **women in state legislatures** has more than tripled over the past 18 years. Of the nation's 7,641 state lawmakers, 1,157, or 15.5 percent, are women. In 1969, only 301 women were state legislators (4 percent of the total). New Hampshire's legislature has the largest proportion of women—138 of 424 lawmakers, or 32.5 percent. Mississippi's has the smallest, with just four women among its 174 lawmakers, or 2.3 percent.

● **Bias against women** in higher education is still strong, reports the Washington, D.C.–based Women's Research and Equity Institute. Women comprise more than 27 percent of full-time faculty at colleges and universities, but only slightly more than 10 percent of the full professors. At the current rate of increase, the number of women college presidents and administrators will not equal the number of men until the year 2070.

● British lawmakers are scheduled to vote this November on a controversial proposal that could significantly reduce local control of schools. The "Great Education Reform Bill," as proposed by Prime Minister Margaret Thatcher, would mandate a **national curriculum** and let individual schools choose oversight and financing by national instead of local education authorities. The Thatcher proposal, critics charge, would resegregate British schools by income levels. □

WELL PUT!

Joe Di Dio

"Women and each of the ethnic minority groups are trying to get into the stream of opportunity in this country, to avoid poverty, to survive and be free. They have much in common, although there are differences. I hope that you will continue in NEA to operate on common ground instead of on these differences."

—University of Pittsburgh Associate Professor Barbara Sizemore, at NEA's Joint Conference on Concerns of Minorities and Women, in Los Angeles.

COVER STORY

What Motivates

Students describe the teachers who turn them on—to learning!

NEA members encounter a variety of students in their work—some eager, some apathetic, some hostile. Some come to school ready to learn, others don't. But even the most eager students have those days when the last thing they want to do is learn.

All students, in other words, need to be motivated at one point or another in their school careers. But what really motivates students? That's the perennial question that faces Association members every school year.

This year, NEA Today *has gone straight to the source—students themselves—for the answer. We interviewed nine students across the country. We found striking similarities—and some fascinating variations—in their portraits of the teachers who know how to motivate them.*

Bob Rinas, Jr.

Amy Wasserman: "I like strict teachers. The more strict the teacher is, the more disciplined the class, and the more I learn."

Monday. First period. Everyone's quiet and not too eager to face a history test. The teacher begins by reading the day's bulletin—so softly that no one pays much attention to what he's saying.

Suddenly, the teacher begins reading in a resounding voice. Everyone sits up! The reading pace alternates, first very slow, then fast.

"What's going on?" the class wonders.

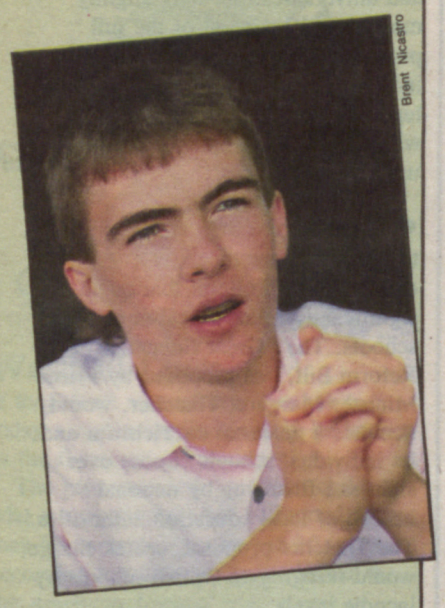
By the time the history teacher completes this—or some other zany class opener—the class is laughing, relaxed, ready to go.

Yet Amy Wasserman, a ninth grader at Traweek Jr. High in West Covina, Calif., says this history teacher is strict.

Amy recalls a time when this teacher talked with her about a paper she wrote. "This may be an *A* paper for some," the teacher said, "but it isn't for you. Try again!"

Amy begrudgingly took the paper home, revised it, and was pleased at how much better her second effort was.

Homework, class discussions, tests, *reprimands*—students can expect all of these from the history teacher, and they're not always pleased with the outcome. But what they feel good about, Amy says, is that the work is challenging, and the students perform far better than they ever thought they could.



Brent Nicastro

John Larkin: "The only time I've ever disliked a class was when I didn't understand the relevance of it. If a teacher can show that the work will be beneficial to me, I'm all for it."

National Merit Scholar John Larkin, who enters the University of Wisconsin at Madison this fall, especially remembers an English teacher who helped him keep his feet on the ground.

"I was a straight-*A* student when I entered her class," John says. "She gave us a lot of writing assignments, and I was lucky to get a *B*."

The lower grades were a shock that first angered, then challenged him. John met the challenge, and his writing skills improved tremendously.

Can a seventh period math class be interesting?

"You bet it can," says Thomas Leathers, a senior at Hillside High in Durham, N.C.

Thomas has always attended predominantly Black schools, and he's had teachers—elementary and secondary—who've emphasized educational achievement as the key to success.

The first who comes to mind is Thomas's math teacher from 9th through 11 grades (and, Thomas hopes, 12th grade).

"Why must we study logarithms?" some students were asking. "There's no practical application in the real world."

Thomas says the teacher, to answer these students' questions, sometimes invited visitors to class to discuss their careers in math or related fields.

"And the teacher is our school sponsor of the Southeast Consortium for Minority Engineers," Thomas adds. "She's always encouraging us to pursue math and science fields."

This math teacher tells her classes, "The sky's the limit! You can achieve all things."

Thomas contends that the atmosphere in this class is different from so many others. "She really pumps us up," he says, "and makes us want to do the work."

If there's a tragedy or some excitement unrelated to class work that students are concerned about, the teacher takes time off to discuss the event. But she *won't* let the excitement of an upcoming pep rally interfere with math.

There's another teacher Thomas admires: his fifth grade teacher, who spent a lot of her personal time working with students and their parents.

"Now she's what I would call really *strict*," Thomas says. "Education, education, achievement. That's what she believes in."

Not all students liked this teacher, Thomas remembers. She didn't tell jokes. She was strictly business, frequently reminding students of the pot of gold at the end of the educational rainbow.

"But I tell you what," Thomas says, "by the end of the school year, we thought of ourselves as the cream of the crop."

Bob Donnan

Thomas Leathers: "There are just two words to describe my math teacher—spectacular, wonderful! She never stops working to help us achieve."

Bill Davidson

Scott Tracy: "Most students who were in my college prep class got a lot out of it. Our teacher always challenged us. I even became a better writer."

Meadowdale High in Edmonds, Wash., has the best drama department in the area, asserts senior Scott Tracy. Why? The school has the best drama teacher.

"He yells! He jumps on the stage and acts out a part, while we sit back and snicker. Then a few minutes later, we get on the stage and do the same thing," Scott says.

Last year, the drama class performed the Broadway play *Pippin*, and it was a huge success. The class worked daily after school to prepare for that performance.

"Our teacher sort of built family relationships," Scott says. "By the time we had the performance, we all thought of each other as sisters and brothers."

Scott is also fond of his college prep teacher, who never graded him above a *C*.

"I wasn't a very good writer," Scott explains. Once this teacher gave him a book and said, "I dare you to read this and write a report on it."

"That's the way she challenged us," Scott recalls. "She'd pretend to believe we couldn't complete an assignment. Then we'd go in with the attitude, 'Yes I can!'"

COVER STORY

Today's Students?

Ron Colleran

Jean Schihl: "In parochial school, my teachers gave me lots of individual attention. I thought I would have trouble adjusting to larger classes, but my teachers here always have time for me."

Dissecting a frog seemed a pretty disgusting and nerve-wracking assignment to Jean Schihl, now a senior at Riverside High in Buffalo, N.Y. Jean wasn't looking forward to this requirement in her 10th grade biology class. But the teacher surprised her by making biology fun.

"There's something about the way he relates to the class—the way he presents the work—that I can't really describe," Jean says. "He enjoyed his work so much, I came to enjoy it too. I think I'd like to take biology again. It turned out to be my favorite class."

When it was time to dissect the frog, Jean was no longer apprehensive. She even found the assignment interesting.

Until she encountered her 10th grade history teacher, "I never liked history," Jennifer Roberts reports.

Now an 11th grader at Kingstown High in Exeter, R.I., Jennifer recalls the day she changed her mind. It was the time her teacher played the role of Phil Donahue, hosting a slave owner (another history teacher), an abolitionist, and a slave (both students). The rest of the class made up the highly emotional audience—half abolitionists, half pro-slavery.

The teacher taped the whole exercise and played it back so the students could analyze their reactions. By then the class was eager to read about Frederick Douglass's life.

Kathy Borchers

Jennifer Roberts: "One day, a student portrayed the President of the United States at a news conference. The rest of us were reporters firing questions at her. That was fun!"

Luis Villalobos

Christine Granados: "I'll never forget that teacher. When the class clowns tried to take over, she clowned with them. And was she ever organized! She trusted us and treated us as adults."

Christine Granados, a freshman at the University of Texas, El Paso, was lucky enough, she says, to have the same English teacher in 11th and 12th grades.

"This teacher made every student, even the shyest, feel a part of the class," Christine says. "Somehow she made Shakespeare interesting. Even the class clowns learned something."

When the class read *Don Quixote* and *The Man of La Mancha*, the teacher brought in her records and sang along. "Pretty soon, we were singing too," Christine recalls. "She really brought a lot of culture to the class."

This English teacher eased her students' fears about writing a research paper. She promised the class—and the students believe—that the work they did on those papers will benefit them throughout their college years.

Readers, Tell Us What Works for You

What do you do to help motivate your students to learn? Tell us—in 400 words or less—how you motivate your students. We'll publish the results of this informal reader poll in the December *NEA Today*.

Briefly explain your favorite technique in a letter or postcard and send it to Motivation Poll, *NEA Today*, 1201 Sixteenth St., N.W., Washington, DC 20036, no later than Oct. 10, 1987.

Sammie McLaurin is an eighth grader at Thomastown Attendance Center—a public school that serves kindergarten through 12th grade—in Carthage, Miss. Sammie's favorite subjects are science, math, and social studies—the subjects he'd heard would be most difficult. But, Sammie says, these teachers have always taken time with him to be sure he understood.

Sammie sees a real advantage to being taught by strict teachers, especially when they show through their actions that they really care about him.

"'Why were you absent yesterday?' might sound like an accusation," Sammie says, "but when the teacher puts his arm around your shoulder, you know he's just concerned that you're OK."

Sammie's seventh grade science teacher was especially helpful.

"He carried us step-by-step on every assignment," Sammie remembers. "I never thought that any question was the wrong question to ask in his class."

Tom Roster

Sammie McLaurin: "I don't get angry when my science teacher questions me about my homework. He's not trying to get me in trouble. I know he's being sure that I understood the assignment."

Gary Bohn

Jennifer Wallich: "My French teacher's a terrific lady! Because of her, I'm interested in international relations. I never met anyone who loves teaching quite as much as she does. You can just sense that she cares so much about us."

Jennifer Wallich is a senior at Northwest High in House Springs, Mo. The past 11 years have been successful ones for her—thanks in large part to teachers she's met along the way.

Because she formed her letters backwards, Jennifer spent much of her first grade year with a learning disabilities teacher.

"That teacher was so positive," Jennifer says, "I didn't feel I was dumb or couldn't learn. She always cheered me on. 'That's great,' she'd say. 'You got only one wrong in that sentence.'"

Jennifer had another problem in first grade—insecurity. Her mother had recently had a baby, and Jennifer, wanting to spend all her time with her mother, developed daily stomach pains as an excuse to leave school.

"The school secretary really gave me a kick in the right direction," Jennifer recalls. "She'd listen to my complaints, talk with me for a while, and send me back to class. I was so angry with her at the time, but now I'm so thankful for her."

Jennifer has many fond memories of her school days: a fifth grade teacher who had traveled to South America and brought her experiences alive for the class. An eighth grade communications class, where Jennifer nervously gave her first speeches before the class and an insistent teacher—speeches that led to her participation in high school dramatics.

A science teacher—and beekeeper—who taught the class a lot about insects. A French teacher who, the minute you walked into her room, left no doubt that you were studying only French.

When Jennifer expressed an interest in government and history as a career her classmates laughed—but her history teacher didn't. She helped Jennifer raise money for a political science trip to Washington, D.C.

Jennifer's description of this history teacher echoes what all nine students mention about the teachers who turn them on to learning: "She always answers directly, and she has strong principles. She's so knowledgeable. Yet she's always improving her own education. She makes sure everyone understands and is so supportive. There's no way I can ever thank her enough."

—Marian Clayton

HUMAN RIGHTS

HISPANIC CONCERNS
BLACK CONCERNS
...AND JUSTICE FOR ALL
The NEA Executive Committee Study Group Reports on Ethnic Minority Concerns
ASIAN AND PACIFIC ISLANDER CONCERNS
AMERICAN INDIAN/ ALASKA NATIVE CONCERNS

For more information about the study reports, write to NEA Human and Civil Rights, 1201 16th St., N.W., Washington, DC 20036.

NEA Probes Minority Needs

Black high school graduates who can't qualify for jobs because they're functionally illiterate; Hispanic youngsters condemned to portable classrooms where pencils and paper are the only educational materials; dropout rates as high as 70 percent among American Indian and Alaska Native students; Asian and Pacific Islander children whose critical needs are ignored because they've been labeled the "model minority."

These are among the findings of "...And Justice For All," a series of reports on minority education in today's America, issued by NEA in late June.

The four reports—on the education of Black, Hispanic, American Indian/Alaska Native, and Asian and Pacific Islander students—were compiled by study committees appointed by the NEA Executive Committee.

During the past year and a half, the four committees conducted hearings and visited schools in every region of the country to gather information and assess the educational status and needs of minorities.

The NEA reports are the first, since the current education reform movement was launched in 1983, to speak directly to the learning needs of minority students. If we are to achieve our national goals in the years ahead, NEA President Mary Hatwood Futrell told reporters as she released the reports, "this second wave of education reform must address the needs of at-risk students."

By the year 2000, one out of every three elementary and secondary students in the United States will be a member of an ethnic minority group. In California and many other states, the proportion will be more than half.

The future of our schools—and the economic and social future of our nation—are inextricably linked to the education of minority youth. Yet, as the NEA study committees found, serious barriers prevent minority students from obtaining an adequate—let alone excellent—education.

► Poverty, discrimination, teenage pregnancy, cuts in federal education spending, financially poor and segregated schools, lack of early childhood education programs and timely academic intervention, a shortage of Black teachers, and "dumbing down" the curriculum are among the factors standing between Black students and educational excellence.

"It is ludicrous to say we are meeting the educational needs of Black students when in some urban settings we are only reaching half those who should be in school," said Pearl Mack, NEA Executive Committee member who chaired the Black Concerns Study Committee.

► The NEA Hispanic Concerns Committee found that Hispanic students confront most of the same problems as Blacks—exacerbated by the severe shortage of bilingual teachers and programs.

"What we heard from Hispanics was a plea for help," said John Wilson, NEA Executive Committee member who chaired the committee. "It's a plea we as a society cannot afford to ignore. Hispanics are the nation's fastest growing minority. They are a very young population, whose social, political, and cultural contributions and taxpaying capabilities have a long-term potential. Our destiny as a nation is tied to theirs."

► Asian and Pacific Islander students who are American-born or longtime U.S. residents have a profile similar to that of white U.S. students. The academic success of these youngsters has led to their stereotyping as model students and math and science whizzes.

But, as NEA Executive Committee member and API Concerns Committee chair Robert Chase pointed out, the new wave of Asian and Pacific Islander immigrants and refugees explodes this stereotype.

"The recent comers to this country have problems with the English language and American culture," said Chase. "In some cases, they arrive at the schoolhouse door with the psychological scars of war—all of which translates into special learning needs."

► American Indian and Alaska Native students face three main problems: inadequate school funding, high mobility, and schools so rigid that they refuse to assess the impact of their structure, environment, and teaching techniques on students.

"Institutional rigidity is clearly a barrier to the education of American Indian/Alaska Native students," said Rosilyn Schleife, NEA Executive Committee member and chair of the Study Committee. "This inflexibility, combined with the mobility of Indian students from school to school, is creating dropout rates of crisis proportions that reach 70 percent or more in some locales."

The four NEA reports challenge our nation—and our Association—to create equality of educational opportunity for *all* students.

"These studies don't just document what's wrong with education for minorities," Futrell said. "They seek to determine what we, as the NEA, can do to improve our record on minorities and to more thoroughly integrate minorities into our organizational structure. We welcome the challenges these recommendations present."

—Heidi Steffens

Chairing the four study committees that developed "And Justice for All" were NEA Executive Committee members (from left) Robert Chase, Rosilyn Schleife, Pearl Mack, and John Wilson.

WASHINGTON WATCH

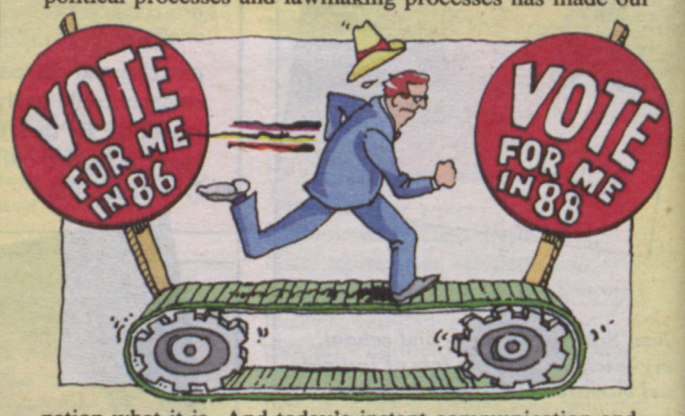
Running in Place

The 1988 elections are still 15 months away, but third grade teacher Angie King of King-Perkins Elementary in Des Moines, Iowa, has already been invited to breakfast with Joe Biden, to fly with Bruce Babbitt on his campaign plane, and to picnic with Richard Gephardt—and she's met with Paul Simon and Michael Dukakis at the Iowa State Education Association (ISEA) headquarters.

It's not just because she's chair of ISEA's Political Action Committee. Association members all over Iowa (and New Hampshire) have been sitting down and talking education with 1988 presidential hopefuls.

While American election campaigns start earlier and earlier and last longer and longer, some Americans look with envy on the British political process in which elections are called, campaigns are conducted, and the outcomes determined all within the span of a few weeks.

But for more than 200 years, the symbiosis between political processes and lawmaking processes has made our



nation what it is. And today's instant communication and rapid transportation have intensified the link between voter and leader to the point where a non-election year can hardly be called an *off year*.

Election fever, which has candidates off and running before the latest vote count is cold, shapes not just the lawmaking process, but the laws.

The 100th Congress convened in January 1987 with an ambitious agenda that included trade, welfare reform, major foreign policy and national security issues, and the perennial question of deficit reduction. But as we go to press in late summer, the most substantial pieces of legislation this Congress has passed were both carryovers from the previous Congress: the highway bill and the supplemental appropriations for FY87. The reasons for this prolonged inaction are clear.

A wide-open White House race like the one shaping up for 1988 only intensifies the political heat. Almost every recorded vote is on *somebody's* scorecard, so the more unrecorded voice votes congressional leaders can schedule on crucial issues, the better. For a politician, the best kind of vote to get recorded is a Mom-and-apple-pie issue—like the lopsided 401-to-1 House vote in May to reauthorize a dozen federal elementary and secondary education programs under H.R. 5.

As a result, Members of Congress are walking on eggshells, spending more time lobbing partisan blasts across the aisles, and putting off more hard decisions until the 11th hour. Fundamental issues of national priorities have hit a glacial pace that isn't expected to feel a thaw until the eve of the new fiscal year, October 1.

The truly amazing thing about the American political system is that it works. Astute observers see no end to proposals for campaign reform and budget reform and other political and governmental reform. But, frankly, we Americans are generally comfortable with a system that asks those who govern to be leaders and followers at the same time.

It's a system that works best for those citizens who participate by pointing our leaders in the right direction at election time and keeping the lines open all through the year.

Association members and political leaders, for example, should keep up a continuous two-way communication on essential education issues. But candidates, including Presidential candidates, are particularly receptive to education employees at this stage of the game.

"We're excited about getting our members' ideas into these people's heads," Iowa's Angie King says. "The chance is there, and we'd better take advantage of it."

—Michael Pons, NEA Government Relations

State Side

Space constraints force us to limit this back-to-school update to half the states in each NEA region. The October *NEA Today* will round up the remaining states.

PACIFIC

Alaska: Reduced school funding, caused by declining oil revenues, has Association members fighting a tide of layoffs, class size increases, and wage cuts. ESP organizing got off to a strong start last spring when two major units joined NEA-Alaska... **California:** A major property tax cut initiative is due to go before voters next June—along with an Association attempt to restore funds from a past cut. CTA is gearing up for a major educational media campaign, funded by a special $16-a-year dues increase... **Hawaii:** A potential January statewide strike looms as bargaining continues. The single contract covering all Hawaii teachers expired last June. Any settlement must be approved by the legislature, which convenes again in January... **Idaho:** Association political action and lobbying won a substantial increase in state funding last school year. On the IEA agenda for the year ahead: another sizable boost in school funds, plus bargaining rights for ESP.

MID-ATLANTIC

Delaware: A new teacher salary index is a step in the right direction but lacks sufficent funding to make salaries competitive with bordering states. A state surplus that might have gone to education was instead used to cut taxes... **Kentucky:** Education funding is in jeopardy as the economy lags and the Democratic gubernatorial candidate who's expected to win next November pledges no new taxes... **Maryland:** The Association is renewing its campaign to gain support for an autonomous standards board with an educator majority (*see page 3*). In October, Association members will consider merging the 6,000-member ESP group into MSTA... **North Carolina:** As we go to press the legislature is still meeting, with salary hikes and insurance benefits yet to be decided.

WEST

Arizona: Radical conservative Gov. Evan Mecham, famous for revoking Martin Luther King, Jr.'s birthday as a state holiday, is now the subject of a recall petition. The Association opposed Mecham in the elections but has taken no position on the "Guv Busters" drive... **Colorado:** This fall teachers may find themselves with larger classes and older textbooks in school, and money problems at the bargaining table—all traceable to the legislature's refusal to deal seriously with school finance... **Nebraska:** GOP Gov. Kay Orr did nothing for public schools in last spring's legislative session, but she says education's time will come next year... **New Mexico:** The Association and its local affiliates are preparing to counter any school board attempts to rewrite policies to make teacher termination easier—an action made possible when the legislature eliminated tenure in 1986.

STUDENT LOADS HIGHEST IN UTAH, CALIFORNIA

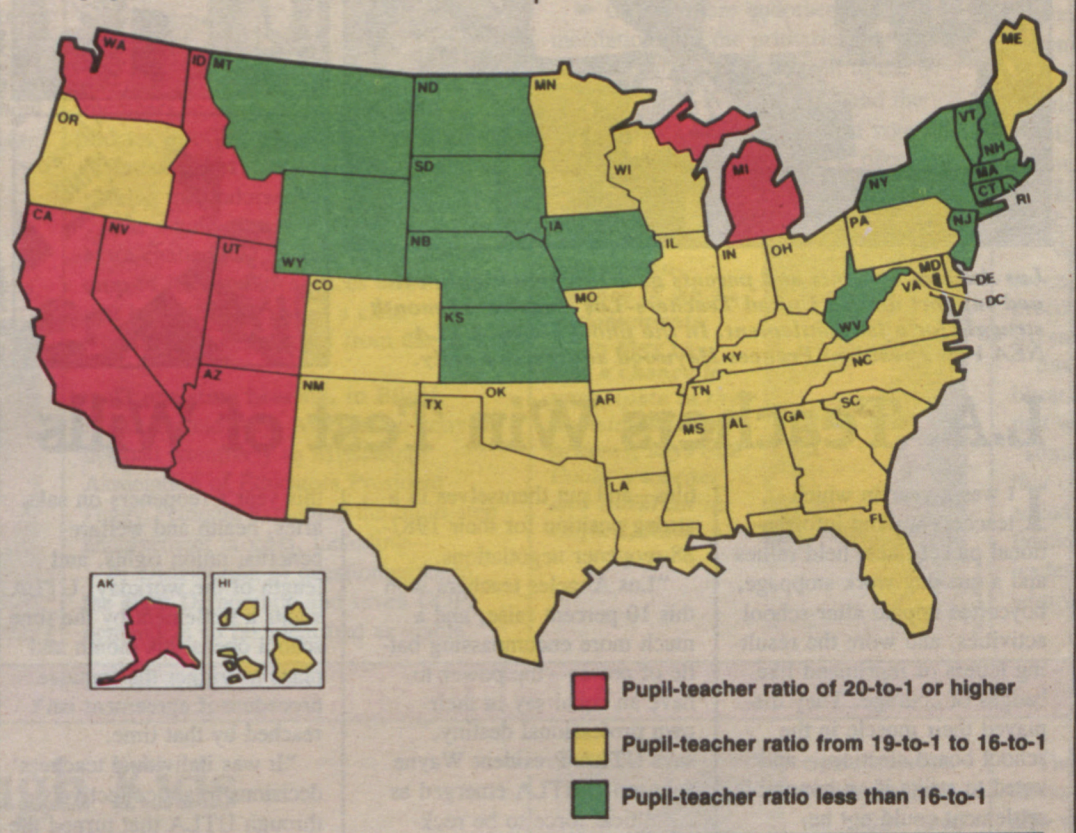
Pupil-Teacher Ratio Averages 17.8 to 1

The table below shows the extremely wide range among the states in total K-12 public school enrollment, as well as size of the teaching force. The figures are for fall 1986, the latest available.

Dividing enrollment by number of teachers yields a pupil-teacher ratio. That ratio, nationwide, now stands at 17.8 to 1, with Wyoming showing the best ratio, at 13.5 to 1, and Utah the worst, at 24 to 1.

Pupil-teacher ratio is routinely used as a proxy measure of teachers' pupil load. It's inferior to averaging actual teachers' reported class sizes, but class size figures aren't available by state. Of course, the pupil-teacher ratio in any given school district may be quite different from the state average.

Pupil-teacher ratios reflect diverse educational and demographic circumstances. Low ratios may indicate population sparsity in rural states, the hiring of "extra" teachers for special-needs students in urban states, a decline in enrollment without a concomitant decline in the number of teachers, or a decision to hold down class size rather than boost employee compensation. □



State	Pupil Enrollment	Total Teachers	Pupil-Tchr. Ratio
1. Wyoming	100,955	7,505	13.45 to 1
2. Connecticut	471,916	33,812	13.96 to 1
3. Vermont	90,200	6,410	14.07 to 1
4. New York	2,590,900	176,700	14.66 to 1
5. Massachusetts	841,250	56,830	14.80 to 1
6. New Jersey	1,107,531	74,532	14.86 to 1
7. North Dakota	118,299	7,875	15.02 to 1
8. Nebraska	266,604	17,561	15.18 to 1
9. DC	86,405	5,633	15.34 to 1
10. West Virginia	351,837	22,931	15.34 to 1
11. Rhode Island	134,147	8,740	15.35 to 1
12. Kansas	417,000	26,975	15.46 to 1
13. South Dakota	124,607	8,002	15.57 to 1
14. Montana	153,121	9,754	15.70 to 1
15. Iowa	481,346	30,398	15.83 to 1
16. New Hampshire	163,717	10,300	15.89 to 1
17. Delaware	94,410	5,884	16.05 to 1
18. Maine	210,495	12,934	16.27 to 1
19. Missouri	800,606	48,875	16.38 to 1
20. Virginia	974,754	59,455	16.39 to 1
21. Pennsylvania	1,659,910	101,200	16.40 to 1
22. Oklahoma	603,132	36,614	16.47 to 1
23. Wisconsin	767,650	46,200	16.62 to 1
24. Florida	1,607,320	93,597	17.17 to 1
25. Minnesota	709,544	41,000	17.31 to 1
26. Oregon	449,300	25,800	17.41 to 1
27. Texas	3,209,515	183,200	17.52 to 1
28. Maryland	675,747	38,200	17.69 to 1
29. South Carolina	610,700	34,400	17.75 to 1
U.S.	39,800,608	2,233,440	17.82 to 1
30. Illinois	1,800,213	100,285	17.95 to 1
31. New Mexico	268,765	14,924	18.01 to 1
32. Arkansas	437,438	24,097	18.15 to 1
33. Colorado	558,415	30,704	18.19 to 1
34. Louisiana	794,000	43,525	18.24 to 1
35. Mississippi	498,569	26,847	18.57 to 1
36. Georgia	1,067,000	57,445	18.57 to 1
37. Indiana	963,733	51,723	18.63 to 1
38. Ohio	1,790,900	96,015	18.65 to 1
39. Kentucky	642,778	34,450	18.66 to 1
40. North Carolina	1,091,552	57,850	18.87 to 1
41. Hawaii	164,336	8,350	19.68 to 1
42. Alabama	733,735	36,980	19.84 to 1
43. Tennessee	823,283	41,483	19.85 to 1
44. Nevada	161,200	7,880	20.46 to 1
45. Arizona	614,565	29,999	20.49 to 1
46. Idaho	211,360	10,217	20.69 to 1
47. Washington	761,771	36,759	20.72 to 1
48. Alaska	110,418	5,300	20.83 to 1
49. Michigan	1,677,000	80,245	20.90 to 1
50. California	4,340,665	189,740	22.88 to 1
51. Utah	415,994	17,305	24.04 to 1

SOUTHEAST

Alabama: Lawmakers came through: school employees in the state retirement system get $15,000 in free life insurance coverage and can retire after 25 years of service, while principals who don't hand each teacher $277 a year for classroom supplies can go to jail... **Arkansas:** New state standards for local districts took effect this summer, stringent certification standards for beginning teachers have been drawn up with AEA participation, and the deadline has passed for practicing teachers to pass skills tests for further renewal of their certification ... **Florida:** To help pay for education and other social services, the legislature slapped an Association-backed sales tax, expected to raise some $1 billion a year, on advertising and other services. Several big corporations promptly began keeping their advertising dollars out of Florida... **Georgia:** GAE has recommended changes in the state's teacher evaluation program, now in its second year of piloting—notably, an end to commingling of formative and summative evaluation. The Association's lawsuit challenging the certification test for practicing teachers is proceeding to trial... **Louisiana:** This year LAE won passage of 11 bills protecting teacher rights, but couldn't do anything about a $200 million gap in the state budget—and more than two dozen of the state's 66 school districts cut salaries, benefits, programs, or all three.

NORTHEAST

Connecticut: Two key reforms—a professional standards board (*see page 3*) and a system of mentor teachers—dominate current negotiations between the Association and the state board of education... **Maine:** The Association is gearing up for a big battle to restore education funding after this year's $11 million cut. State law sets minimum salaries, but the underfunding will adversely affect veteran teachers... **Massachusetts:** The Association is negotiating with the legislature to target more state dollars to the 200 schools where student performance is lowest—and seeking to involve more citizens in school decision making... **New Hampshire:** Improving retirement benefits for school employees is the Association's top priority. Key goals: ending current benefit reductions for retirees over 65, and increasing employer contributions... **New Jersey:** NJEA is seeking to improve schools in the state's 56 urban districts. Among the goals: more counselors and a class limit of 15.

MIDWEST

Illinois: IEA, with help from the governor, hopes to restore education funds slashed last spring by the legislature... **Indiana:** Higher teacher salaries and more funding for at-risk students are ISTA's top goals for the year... **Iowa:** ISEA and its locals will work with school districts to determine how best to use funds set aside for extra work and performance-based pay. A new law that raises starting salaries to $18,000 requires districts and teachers to cooperatively decide how state monies will be spent... **Michigan:** MEA will be working to improve state school funding in the wake of the legislature's passage of a 3.6 percent increase—the smallest in the last five years. □

Local Look

TENNESSEE

On June 30, Knoxville's city school system went out of business—but Knoxville's teachers won't lose salary, seniority, or retirement benefits, according to a chancery court ruling.

After city voters abolished their school system, the Knox County board of education claimed it couldn't afford to retain all city teachers at current salaries or to pick up their retirement plans.

Represented by a Tennessee Education Association attorney, the new Knox County Education Association (incorporating the former county and city Associations) secured a directive that both contracts remain in force until they expire.

NEBRASKA

Forty-eight June graduates of Omaha high schools won scholarship awards totaling $32,200 from the OEA Foundation, a charitable body set up by the Omaha Education Assocation in 1964. Awards are open to high school seniors who attend Omaha public schools or are the children of OEA members.

"This year's total is the most we've ever given away," says Gunnar Horn, an OEA past president who has served as Foundation president since its creation. The one-time awards range from $100 to $2,700.

"The funds we disburse," Horn explains, "come from the operations of the Foundation's rummage store. The rest comes from money we've invested, which currently amounts to about $360,000."

Over the years, the OEA Foundation has obtained most of its capital from donations people make in honor or memory of someone—frequently teachers' parents. The awards bear the honorees' names.

In addition, some 600 OEA members have chosen the Foundation as a charity they'll support through payroll deduction. The OEA Foundation has also donated funds to OEA Manor, the retirement home for Omaha teachers.

ILLINOIS

Educators in the small east-central Illinois community of Homer have clearly shown they have what it takes to outlast a stubborn school board—and the longest teacher strike in state history is now over.

The Homer Association of Teachers (and recently affiliated Support Staff) settled a two-year contract with the board of education on June 23. The 25 teachers had been on strike since last October but had been replaced by substitutes after the first two weeks.

Among the provisions of the settlement: The school board agreed to a wall-to-wall contract covering both teachers and support staff, and to reinstatement of all striking teachers. Teacher salaries in each of the two years will be determined by calculating the median salaries of teachers in other districts of similar size in the county. All pending charges of unfair labor practices will be adjudicated before the Illinois Educational Labor Relations Board (which could result in back pay for teachers).

"Teachers and support staff are very pleased," says Colleen Brodie, who was HATS president throughout the strike. "The terms of the settlement are fair and reasonable. The agreement we now have will allow both sides to once again focus all our energies and talents toward preparing for the coming year."

OHIO

The Wapakoneta Education Association (WEA) is proud of its 180-strong membership, which represents 97 percent of eligible teachers in this northwest Ohio town.

What's the secret of WEA's success? "A busy calendar of community relations and other personalized activities that involve and help both members and potential members," suggests WEA President Jackey Litsey.

Among this year's functions: the annual Pizza Push (members make and sell pizzas to fund two $1,000 student scholarships), a monthly newsletter for members, and a twice-yearly publication for community leaders. WEA also revises annually its parent activity guide, aimed at building preschoolers' enthusiasm for reading.

Each fall, veteran teachers serve one-on-one as "Association Pals" for newcomers, helping them get oriented to the community and its schools.

"Because so many of our members are involved in our activities, we've created a good public image," notes Litsey. "In turn, that makes our members proud to be part of WEA."

NEW YORK

From now on, the Buffalo school district will have to pay a penalty for excessive class sizes it imposes on teachers represented by the Buffalo Teachers Federation, a 3,500-member affiliate of NEA–New York. Under their new three-year contract, Buffalo teachers will be entitled to premium pay of one-tenth of their annual salary for every extra student they're assigned beyond 30.

Class size was the key issue in BTF's early summer struggle for the new contract. At one point more than 500 BTF members picketed the city hall headquarters of the school board, protesting the board's refusal to bargain class size caps, and in the end their efforts prevailed.

Other language approved for the 1987-90 contract provides a 7 percent salary hike for each of the next three years, plus base increment, and a fully paid family hospitalization program for teachers who retire after 15 years of service.

The contract language penalizing the district for overcrowding classrooms is only "the first step," says BTF President Phil Rumore, who lobbied state education officials for class size reductions over the summer. "The next step," he says, "is to convince the legislature to outlaw overcrowded classrooms statewide."

FLORIDA

A newly formed FTP-NEA affiliate won the right to bargain for school support personnel in Collier County last February—and that was just the beginning.

Leaders from formerly competing groups closed ranks with Collier Support Personnel-NEA. Activists fanned out over this Gulf Coast county to hear what colleagues wanted in their new contract—from decent salaries to fair treatment and dignity. Then, in an intensive four-week membership drive, CSP-NEA signed up 150 of some 480 people in the unit.

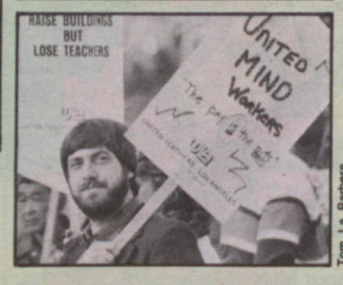
By late summer, membership among maintenance workers, who are at work year-round, was nearly 100 percent. In all, half the bargaining unit had joined—and CSP was planning to carry that momentum into intensive negotiations when school opened. □

CALIFORNIA CONFRONTATION

Tom La Barbera

UTLA staff

UTLA staff



Tom La Barbera

Los Angeles students and parents gave teachers highly valued support during United Teachers–Los Angeles' 11-month struggle for a fair settlement. In the photo above, UTLA-NEA Vice President Frances Haywood addresses a rally.

L.A. Teachers Win Test of Wills

It was a year in which teachers walked informational picket lines, held rallies and a one-day work stoppage, boycotted unpaid after-school activities, and wore the resulting letters of reprimand like badges of courage. They displayed their muscle in the school board elections—and voted to strike if an honorable settlement could not be achieved.

After 11 months of unprecedented unity and struggle—just days before the June 1 strike deadline—members of United Teachers–Los Angeles celebrated their victory. By a vote of 12,475 to 336, UTLA members ratified the settlement of their 1986-87 contract reopener. UTLA represents 32,000 teachers in the Los Angeles schools.

The teachers not only won a 10 percent salary increase retroactive to July 1, 1986, but also got the letters of reprimand removed from their files—and put themselves in a strong position for their 1987-88 reopener negotiations.

"Los Angeles teachers won this 10 percent raise, and a much more encompassing battle of power—the power to have an equal say in their own professional destiny," says UTLA President Wayne Johnson. "UTLA emerged as a political force to be reckoned with during our 11-month fight for a fair contract.

"The addition of two UTLA-endorsed candidates to the school board and a third new member may change the anti-teacher direction of the board," Johnson adds.

Los Angeles also has a new superintendent of schools, Leonard Britton, formerly superintendent in Dade County, Fla., and UTLA hopes to forge a positive and educationally productive relationship with him and the new board.

As we go to press, UTLA and the board are negotiating this year's reopeners on salaries, health and welfare benefits, union rights, and length of the workday. UTLA wants a settlement by the time school opens this month and plans to trigger the impasse procedure if agreement isn't reached by that time.

"It was individual teachers' decisions to act collectively through UTLA that turned the tide last year," says UTLA Vice-President Frances Haywood. "We emerged from that battle with an organized, united force of teachers ready to stand up for their rights—and determined that last year's long battle for justice won't be repeated.

"We hope this coming year will be one of labor peace—and dedication to the best interests of Los Angeles' students," Haywood concludes. "That is UTLA's primary concern. We hope the board and administration will agree." □

ELECTIONS '88

Surveying the Presidential Field

In a year when a dauntless, double-digit group of Presidential candidates is off to the races, Association members have an unprecedented opportunity to influence NEA's endorsement choice.

The Association has become a key player in American Presidential politics, because few organizations can match NEA's political clout when it comes to mobilizing a nationwide effort in every congressional district.

The question at this early point in the wide-open '88 race is, To which Presidential candidate(s) will the Association throw its official support? In response to a mandate from the 1985 Representative Assembly, NEA has designed an elaborate new endorsement process that moves from the grassroots up.

And that member involvement process is now well under way, bringing legions of Association members from throughout the country to state and local open hearings this summer and fall.

"This is not a beauty contest," observes NEA Government Relations Director Ken Melley. "It's a thoughtful process to identify issues we face in schools every day and to find the right candidate to support our positions."

Perry Baker

Elaine Marks, South Carolina Education Association past president, outlines steps in the new NEA endorsement process for members at state hearing in Columbia.

One after another this summer, state Associations' annual summer leadership conferences provided the forum for members to study Presidential candidates' profiles and discuss the make-or-break issues that should be weighed in making the endorsement decision.

Perry Baker

Venezuela Ford, an elementary teacher in Berkeley, S.C., encourages SCEA members to maximize political action efforts by increasing their contributions to Association PACs at the state and national levels.

The whole process, of course, is made extra challenging by this year's bumper crop of fresh political faces and the fact that in neither party has a clear frontrunner yet emerged from the pack.

At one state hearing, in Biloxi, Miss., in mid-July, Association activists listened attentively as Mississippi Association of Educators President Peggy Peterson explained the multi-step endorsement process, including—

► Distribution of questionnaires to the eight Democratic and seven GOP contenders so far identified as viable Presidential candidates. The questions probe their positions on key issues in the Association's legislative agenda (each candidate's written responses will be printed in the October 1987 *NEA Today*).

► Videotape interviews of each candidate by NEA President Mary Hatwood Futrell, distributed for fall viewing by state and local affiliates. Each Presidential candidate is being asked to explain how he or she would use the White House to achieve educational excellence and to ensure that school employee salaries are commensurate with those of other professionals.

► NEA study of each state affiliate's report—due Nov. 10—of member views expressed at the open hearings.

► One or more endorsement recommendations for the primaries, to be brought by President Futrell to the 67-member NEA-PAC Council and the NEA Board of Directors for a vote on Dec. 3. The early decision is necessitated by the impending arrival of the Iowa caucuses in January, the New Hampshire primary in February, and the "Super Tuesday" primaries/caucuses in 19 southern states on March 8.

Pat Sullivan

Members have greater confidence in NEA's endorsements when they've had a chance to participate in the decision-making process, says Sue Cook, a teacher and librarian in Oxford, Miss.

Perry Baker

Music teacher James Bright of Berkeley, S.C., voices concern that in former years NEA could throw its support behind a Presidential candidate before local leaders had a chance to make their opinions known.

Those attending the Biloxi open hearing applauded the fact that—as in previous years—first the NEA-PAC Council and then the NEA Board will be required to approve, by 58 percent majorities, any primary endorsement recommendation made by President Futrell. The provision that no NEA political action resources may be spent in Mississippi unless an MAE governance body formally concurs with the primary election endorsement also met with a strong welcome.

"We're going into this endorsement process with an open mind and with no preconceived allegiances," Peterson stressed.

Sue Cook, an Oxford (Miss.) Jr. High librarian and teacher of the gifted, noted that with past NEA endorsements, "someone always wanted to know, 'Why *that* candidate?'" But this time, she added, "we'll be able to say with confidence that local, state, and national leaders left no stone unturned in deciding who would be best for education."

—Vicky Lytle

RESEARCH CLUES

Teaching Tough Kids

by Robert McNergney and Martin Haberman

He punches other children on a whim. She is often sullen but lashes out verbally and physically at the slightest provocation. These are hostile children, not easily controlled. They intimidate, threaten, push, damage, antagonize, and are easily angered.

And you have to teach them.

By studying 98 experienced elementary teachers' perceptions of hostile-aggressive students and strategies for coping with them, Jere Brophy and his colleagues at Michigan State University have come up with some ideas for teaching such children—if not easily, at least more effectively.

The teachers in this research were judged by their principals as either "more" or "less" effective in dealing with problem children. All were then interviewed and asked their strategies for coping with problem students. Finally, the teachers were given two vignettes of hostile-aggressive students and asked what they would say and do when faced with the children described.

According to Brophy and his team, few of the teachers mentioned specific discipline theorists or technical terminology. They tended to stress resocialization and self-control training. The non-confrontational tactics favored by many theorists ("don't reinforce inappropriate behavior and it will disappear") found little favor.

Those teachers rated by their principals as low in ability were vague about how to deal with problem children. Most said they didn't know what to do except scold, threaten, or inform parents. A few denied any responsibility for hostile students, saying they would try to pass the problems on to the principal or others in the system. The researchers concluded that these teachers were ineffective with problem students because they were unclear, unsystematic, and unassertive.

The teachers rated highly by their principals, in contrast, presented a well-articulated position. Some said they would make it abundantly clear, by means of an extended scolding or tirade, that inappropriate behavior would not be tolerated. More said they would respond less emotionally, using logical and moral reasons for changing behavior.

In addition to using coercive techniques for controlling aggression—loss of privileges, informing parents or principal, isolation or suspension—the highly rated teachers said they would counsel aggressive students or provide them with instruction in how to handle frustration, how to control their tempers, and how to resolve conflicts by talking instead of fighting. To these teachers, aggression was neither a neurotic behavior nor a minor problem to be handled through brief, situational interventions. Rather it was a major behavior problem that called for not only curbing aggressive behavior but also teaching aggressive students new ways to react in stressful situations.

Rod Mann, UNIPHOTO

Brophy and his colleagues are careful to point out that "the vast majority" of the highly rated teachers "usually did not mention retaliatory physical punishment or other coercive responses that could be descibed more as revenge mechanisms—or predispositions to inflict punishment for its own sake—than as strategies for controlling students who fail to control themselves."

In contrast, the low-rated teachers were coercive but did not try to teach students how to change. They placed too much emphasis on punishment as retribution and not enough on checking the behavior of students who were out of control.

The highly rated teachers were firm in demanding that aggression stop but were also willing to develop personal relationships with aggressive students, to listen to them when they were upset or angry, and to help them develop better ways of coping with frustration.

Brophy and his team don't claim to resolve all doubts about how best to handle hostile-aggressive students. Indeed, this work raises a number of interesting questions. For example, how many principals can recognize the truly more and less effective teachers of problem students, as they were asked to do in this study? Do teachers actually behave as they think and say they do? What do students—hostile and otherwise—think about their teachers' efforts to control aggression?

There are no easy answers. But this research suggests that good teachers do at least two things: they stop aggression, and they help tough kids learn how to control themselves before their anger spills uncontrollably onto others.

If this is all teachers do, they have done quite a lot. □

Robert McNergney is associate professor at the Curry School of Education, University of Virginia; Martin Haberman is professor at the School of Education, University of Wisconsin-Milwaukee. They prepared this column for NEA Today *with the cooperation of the American Educational Reseach Association.*

This column is based on "Teachers' Strategies for Coping with Hostile-Aggressive Students" (Research Series 185), a 60-page report available for $6 postpaid from the Institute for Research on Teaching, College of Education, Michigan State University, East Lansing, MI 48824-1034 (checks should be made payable to Michigan State University).

COMPENSATION

BETTER SALARIES: ON SCHEDULE

Some locals are negotiating contracts that will soon pay career teachers more than $50,000. Not every local can achieve that level right away. But a well-designed contract can advance teachers farther, and faster, than you'd think.

Finally some teachers are being paid salaries that could be called "professional"—like $45,000. A few individuals even make over $50,000—but not very many, and not just anywhere.

If you wanted to move to one of the handful of districts that paid teachers at least $40,000 on average in 1986-87, you'd find the best pickings among the high school districts in the North Shore suburbs of Chicago or the K-12 districts in the wealthier suburbs of New York City.

But not everybody wants to—or can—work near the Big Apple or the Second City. For most teachers the more likely question is, How can I make sure the district I'm already in pays well?

Joe Di Dio

New Jersey's Michael Cohan: "A diversified tax base that grows with the schools makes quality schools possible."

Four trends—economic recovery, school reform, teacher demographics, and Association political action—are propelling school boards in some places to pay teachers truly professional salaries. This year and next, NEA is building on these trends by giving each state Association $20,000 to plan long-range projects that can help each state affiliate reach its specific compensation goals—for teachers, for support personnel, and for higher education faculty—within five years. Special grants will fuel intensive campaigns in five to 10 key states where success will exert upward pressure on salaries nationwide.

Already, at the local level, Associations are managing not only to raise their salary schedules but to restructure them into engines of income production for members, now and throughout their careers.

The most common strategies:

► Raising the base, that is, the B.A. starting salary.

► Reducing the number of steps on the schedule.

► Identifying the "career rate," that is, the maximum salary most teachers will attain (typically the maximum on the M.A., M.A.+30, or M.A.+60 lane) and linking it to the base. This might mean setting the maximum at twice the base after 15—or even 10—years of experience.

The Indiana State Teachers Association has neatly wrapped its salary goals into the slogan "10-25-50-90." Which translates: "by 1990, starting salary will be $25,000 and the MA maximum will top out at $50,000 on step 10."

An early proponent of reducing the number of steps in the salary schedule—also called *compacting* or *compressing* the schedule—was David Helfman, a research staffer with the Pennsylvania State Education Association.*

"Throughout the 1970s," Helfman explains, "many districts added steps to their schedules. They provided decent increases to those at the top but moved the beginning rate farther and farther away from the professional salary at the top of the scale."

The 1980s have seen the rise of the opposite notion: reducing the number of steps, in order to "get more money to more people more quickly," as New Jersey Education Association President Dennis Giordano puts it.

That's what the Union Township Education Association (UTEA) in northern New Jersey did in the three-year contract it negotiated earlier this year for teachers and support personnel. The M.A.+30 lane from the teacher schedule is reproduced on the next page.

Explains UTEA President Michael Cohan, "We got our teacher members an increase of 30.1 percent over three years and reduced the number of years it takes to get to the maximum from 21 to 15.

"But not every teacher liked the contract," Cohan notes. "There were teachers, mostly at the maximum, who got a smaller percentage increase—25 percent—than average.

"Other locals that want to reduce steps should realize that when people from two or three adjacent steps on one schedule all move onto the same step in the new schedule," Cohan warns, "their percentage increases can't be the same. Of course, I understand how these teachers feel. It's all in the luck of the draw—depending on which step you happened to be on under the old contract. But I think everyone is benefiting handsomely from our contract in dollar terms, and we're pleased with the impact the schedule's new structure will have on career earnings."

What factors made the increases possible? "New state aid for beginning salaries and a stable local tax base that includes lots of commercial property," Cohan says. "It helps that there are teachers from other districts on our school board."

"The district hopes to reduce its future salary costs," Cohan adds, "by offering retirement incentives—such as $75 a day for unused sick leave—to the large numbers of teachers on the top steps who are near retirement after 30 to 35 years of service."

The experiences of two Illinois locals in negotiating new contracts are instructive because a different combination of factors is at work in each case.

The Naperville Unit district lies a few miles beyond the first generation of suburbs southwest of Chicago. Dianne McGuire, president of the Naperville Unit Education Association, characterizes the area as "the Silicon Valley of the Midwest.

"The district has a growing tax base and no debt," she explains, "and political action by our Association has produced a school board that includes ex-teachers and is open to the Association's ideas.

NUEA's new contract "condensed 34 steps to 19 over three years," McGuire reports. "We used to have one teacher at career salary (M.A.+42). Now we have nearly 100! And in fall 1989 the M.A.+42 maximum will move to $51,728—two-and-a-third times the BA base at $22,000."

Joe Di Dio

Michigan's Elaine Miller: "In bad times, districts can't ask teachers to donate their time so school can proceed as usual."

Oswego, a small district with 2,300 students and some 225 teachers, lies about five miles west of Naperville.

Oswego Education Association chief negotiator Paul McDowell reports that a new three-year contract will take the base B.A. salary from $15,300 to $20,000 and the career salary (M.A.+47) from $35,000 to $44,600.

"Nearby districts are going over $50,000," McDowell observes, "but here you can still get a house for under $100,000 and there you can't."

The Oswego district has been able to finance three-year pay increases of more than 25 percent, McDowell says, because the local economy has recovered from recession and become more diversified. As a result, after four or five failures, the voters finally passed a referendum in 1986 to increase tax rates for the education fund.

"We've been active politically, too, and recently we were able to shift from an adversarial to a cooperative relationship with the board and superintendent," McDowell notes.

Community relations are often crucial to salary increases even when taxpayers don't have an opportunity to vote directly on school budgets.

In negotiations over the past two years, Maryland's Montgomery County Education Association, in a high-income suburb of Washington, D.C., condensed its salary schedule and won significant increases—25 percent over three years.

Joe Di Dio

Maryland's Mark Simon: "Teacher unions should form alliances with groups that want excellent local schools."

"But we couldn't have gotten the salary increases," says MCEA president Mark Simon, "if we hadn't established credibility in the community on other issues, such as class size, planning time for elementary teachers, and tuition reimbursement.

"We trained 70 MCEA members to go out to groups like Kiwanis, the NAACP, and the PTA to lead discussions about school problems," Simon explains. "Our members presented the teachers' solutions—more planning time, professional development—and presented collective bargaining as a device for solving such problems."

Poorer districts typically don't have the money to make substantial increases in the base, the middle, and the maximum all at once.

With state legislatures and local school boards focusing on raising the

Support Staff Salaries: Caught in a Time Warp?

Joe Di Dio

New Jersey's Nancy Dawson

In 1986-87, wage increases for school support staff in 10 different jobs averaged less than 4 percent nationwide, according to the Educational Research Service. Teacher increases nationwide averaged almost 6 percent.

Like teacher salaries, ESP wages vary from one part of the country to another and within states as well. They're probably highest, however, where they're linked formally or informally with teacher salaries, ESP leaders say.

The wall-to-wall Union Township Education Association in northern New Jersey bargains contracts for secretaries and classroom assistants as well as teachers. "We've never negotiated an increase for ESP members that was a lower percentage than the teachers' increase," reports UTEA President Michael Cohan. "And typically the ESP increase has been higher, because it was starting from such a low base. Last June, we negotiated a maximum of over $30,000 for 12-month secretaries on step 15 in 1989-90."

The southern end of New Jersey is another world.

"In our district, ESP staff are where teachers were 15 years ago," says Nancy Dawson, a school secretary who is president of south Jersey's Commercial Township Support Staff Unit. "We don't even have automatic increments. I've been here 13 years and make only $10,250.

"It's too bad," Dawson adds, "because most of us ESP staff like our jobs—especially the contact with kids. We'd like our jobs more if we could earn a living doing them."

—*N.R.N.*

* For a copy of David Helfman's *Salary Schedules: Theory and Practice*, write him at PSEA, P.O. Box 1724, Harrisburg, PA 17105. The same material also appears in NEA's *Collective Bargaining Quarterly*, August 1985.

COMPENSATION

IN YOUR SCHOOL DISTRICT?

base, Associations in low-revenue districts often negotiate higher starting pay and reduce steps in the schedule—thus setting the stage for future increases in top-of-the-schedule salaries.

Until last year, Wolcott, Conn., had the lowest starting salary in the state, according to Gloria Brown, president of the Wolcott Education Association.

"The district had to use the new state salary 'enhancement' money to raise the base salary from $13,600 to $22,500 over three years," Brown explains. "But the contract has also condensed the number of steps from 17 to 10. In the second and third years the contract shifts relatively more money into the maximum salary. So by the third year, 1988-89, the M.A.+30 maximum will have reached $42,500, which is not quite double the new higher base."

Similarly, in the farm country of south-central Iowa, the tiny Moulton-Udell school district (27 teachers, 335 students) got new state salary money, but in a one-year contract used it mainly to raise starting salaries and restore budget cuts.

Bruce Jensen of Moulton-Udell, a former president of the UniServ unit, explains, "We got a raise for everyone and raised the base from $14,165 to $18,000. We also condensed the number of steps from 17 to 11. In an area where land values have dropped more than 80 percent in a few years, that's all we could do in one year. We raised the maximum salary, but we want to do much more in future negotiations."

Michigan's Redford Union Education Association, part of Wayne County's eight-district Multiple Association Bargaining Organization, took a different tack to keep salaries at a professional level when faced with depression in the automotive industry eight years ago.

This fall teachers at the M.A. maximum are earning more than $42,000, reports Elaine Miller, a past president of RUEA.

"Several factors—including the fact that the community taxes itself at nearly the top millage level allowed—account for our relatively high salaries," she explains. "Most important was the position we took on district spending in the early '80s. We said that the administration could make decisions about cuts—including programs and teachers—but that the teachers who were left would be paid decently.

"In effect," Miller adds, "we forced the district to set priorities, to stop subsidizing programs by underpaying teachers. We made the district decide what programs it wanted to pay for at the going rate. Which was a more honest decision, I think, than if the district had offered a greater number of underfunded programs taught by underpaid teachers."

With enrollments falling as well, Miller points out, "we're a leaner district—with 265 teachers now as opposed to 450 a few years ago. And now that the economy is turning up, the district is receiving more state equalization money, and using it to reinstate some of the programs—and people—that were cut."

What does a local Association do for an encore after it has achieved its current career salary goals? Is there a perfect schedule structure that can float with only cost-of-living increases?

Not very likely. As Maryland's Mark Simon says, "The salary schedule is like an accordion. You remove steps or add them according to which strategy better increases member earnings."

After the base and career salary are taken care of—at least for the time being—a local might want to index steps off the base—that is, set the base at 1.00 and the annual increments as multiples of 1.00 (1.20, 1.30, etc.) that are equidistant from each other.

Or a local Association might want to shorten the time it takes members to go from the base to the career salary from, say, 15 steps to 10—or 7. Or increase the number of lanes horizontally.

In fact, local leaders see the salary schedule as a highly malleable device that can accomplish different ends at different times—but always to the benefit of members and education.

—Nancy R. Needham

Increasing the Dollars—and Reducing the Steps—in a Salary Schedule (From 21 Steps to 15 in Three Years)

Here's What Happens, Using the MA+30 Lane as an Example

Old Contract 1986-87			New Three-Year Contract					
			1987-88 (Year 1)		1988-89 (Year 2)		1989-90 (Year 3)	
Number on Step	Step	Amount	Step	Amount	Step	Amount	Step	Amount
							1	$28,000
					1	$25,800	2	28,700
			1	$24,500	2	26,500	3	29,600
0	1	$22,800	1	24,500	2	26,500	3	29,600
1	2	23,400	2	25,200	3	27,300	4	30,700
0	3	24,050	3	25,900	4	28,300	5	32,300
2	4	24,789	4	26,800	5	30,300	6	35,000
3	5	25,659	5	27,700	5	30,300	6	35,000
2	6	26,539	6	28,700	6	32,300	7	37,200
5	7	27,404	7	29,700	6	32,300	7	37,200
2	8	28,274	8	30,700	7	34,300	8	39,400
3	9	29,319	9	32,600	8	36,400	9	41,600
8	10	30,194	9	32,600	8	36,400	9	41,600
5	11	31,239	10	34,500	9	38,500	10	43,800
6	12	32,114	10	34,500	9	38,500	10	43,800
4	13	32,979	11	36,400	10	40,600	11	46,000
2	14	33,849	11	36,400	10	40,600	11	46,000
5	15	34,690	12	38,300	11	42,700	12	48,200
7	16	35,730	12	38,300	11	42,700	12	48,200
8	17	37,475	13	40,300	12	44,800	13	50,500
3	18	39,040	14	42,300	13	46,900	14	52,800
4	19	40,265	15	43,800	14	49,000	15	55,000
11	20	42,185	16	45,800	15	51,100	15	55,000
44	21	43,755	17	47,600	15	51,100	15	55,000
Number in bargaining unit: 127.0								
BA minimum		$19,600		$21,000		$22,100		$24,000
MA minimum		20,900		22,500		23,800		25,900

Beginning salary increases by 23 percent

Inconsistent increments

Consistent dollar increments

Salary almost doubles in 15 years

Attractive "career rate"

Attractive beginning salaries in B.A. and M.A. lanes, too

Career salary increases by 26 percent (so beginning salaries weren't increased at the expense of career salaries)

The three-year teacher contract from which these MA+30 lanes are excerpted was negotiated in spring 1987 by New Jersey's Union Township Education Association.

Over its three-year duration, the contract reduces the number of steps in each lane from 21 to 15. Teachers with similar amounts of experience are still, in effect, on the same step, but that step has a new label.

To see the contract's impact on any one teacher, read across columns, starting at that teacher's step on the old contract. Example: a teacher at Step 16 on the old contract made $35,730 and was five years away from the maximum. He or she will move to Step 12 in Year 1 of the new contract, to Step 11 in Year 2, and back to Step 12 in Year 3, at which point the teacher will be earning $48,200 and will be only *three* steps away from the maximum. He or she will proceed vertically to steps 13, 14, and 15 on the MA+30 lane in the next contract.

It's not immediately obvious from the numbers here, but career earnings over 30 years for a beginning teacher in Year 3 of this contract will be $1,424,300—9.5 percent higher than the $1,301,192 they would have been had the six extra steps not been eliminated.

Which Districts Really Pay Best?

Trying to decide which school district to work for over the long haul? Association leaders suggest following these guidelines.

Look for a district that has—

- ► A strong Association affiliate, whose members will unite to reject an unreasonable contract offer.
- ► A stable or increasing tax base grounded in a diversified economy.
- ► Lots of taxable property, especially commercial property.
- ► An elected school board with open-minded—or better yet, Association-endorsed—members.
- ► Low turnover in teachers—and in superintendents as well.
- ► A superintendent who means to cooperate with the teachers and the local Association.

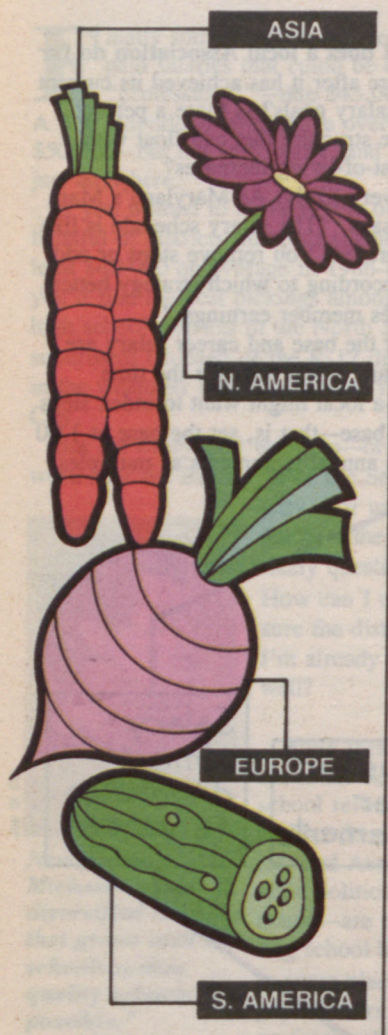
Look for a salary schedule that—

- ► Offers high *lifetime* earnings. Don't get suckered by high starting pay.
- ► Pays a 10- to 15-year veteran teacher enough to support a family.
- ► Gets you to the top salary fast.

—N.R.N.

RESOURCES

Idea Exchange



Throughout the school year, calendar-conscious Association members can find many opportunities to help students learn to understand and respect people from different backgrounds. Special days, weeks, and months seem made to order for breaking the classroom routine and celebrating America's ethnic diversity.

You may want to clip and save the calendar at right, as well as the list of sources to contact for suggestions and materials that can help you make the most of the various observances.

Of course, no matter what day it is, you can help broaden your students' horizons. Here are just four ideas you may want to build on:

► Have students collect newspaper and magazine stories about people their age or younger from this country and others. Keep the stories in folders or bulletin board pockets for each continent.

► What would students want to ask a person who comes from a new continent they know nothing about? Ask them to think about what makes up a way of life and about what people have in common and how they differ. Everyone eats, for example, but *what* they eat varies widely.

► Have students imagine they woke up to find they'd changed places for a day with someone their age in another country. What would they be likely to do that day? To see and hear? When they came back, what would they have learned? What might the person who took their place have learned about being young in the United States?

► Have students research the sources of familiar flowers or vegetables, then draw (or grow) a garden, labeling each plant with its place of origin (e.g., azalea—Japan, tulip—Asia, fuchsia—Mexico, buttercup—Europe, daisy—North America, geranium—Africa, aster—North America, lily—China, dandelion—Eurasia, mustard greens—India, cucumber—South America, carrot—Asia, turnip—Europe, celery—Greece, garlic—China, cauliflower—Italy, radish—India, parsley—England, asparagus—Europe).

—Jane Power

CELEBRATIONS, 1987-88

SEPTEMBER

14-19: **National Hispanic Heritage Week**—1987 theme: "Hispanic America: The Emerging Influence"

25: **American Indian Day,** fourth Friday in September (in some states, the second Saturday in May)

OCTOBER

12: **Dia de la Raza**—for celebrating Latin American culture

NOVEMBER

14: **Children's Day**

18-25: **National Family Week** (week before Thanksgiving)

19: **Equal Opportunity Day**—anniversary of Gettysburg Address, 1863

DECEMBER

10: **International Human Rights Day**—anniversary of the 1948 adoption of the Universal Declaration of Human Rights by the UN General Assembly

26: **Kwanza**—weeklong Afro-American harvest festival

JANUARY

18: **Birthday of Martin Luther King, Jr.** (Jan. 15, observed as a national holiday on the third Monday in January)

FEBRUARY

1-29: **Black History Month**—1988 theme: "The Constitutional Status of Afro-Americans into the 21st Century"

18: **Brotherhood/Sisterhood Week** (National Council of Christians and Jews)

MARCH

1-31: **National Women's History Month**

8: **International Women's Day**—anniversary of the 1857 New York demonstration by women textile and garment workers against low wages and 12-hour days

APRIL

2: **International Children's Book Day**

7: **World Health Day**

14: **Pan American Day**

MAY

5: **Cinco de Mayo**—date of Mexico's 1862 defeat of the French at Puebla

7-14: **Asian-Pacific Heritage Week**—the week the first Japanese immigrant arrived (1843) and the halves of the continental railroad were joined (1869)

JUNE

16: **Soweto Day**—anniversary of 1976 student uprising in a suburb of Johannesburg, South Africa, which began the present period of agitation for equal rights and majority rule

JULY

28: Anniversary of the passage of the Fourteenth Amendment to the U.S. Constitution, providing equal treatment under the law for all citizens

AUGUST

24-30: **Nisei Week** (the last week of August)—celebrates the accomplishments of Japanese Americans

Where To Turn

American Indian/Alaska Native
Bureau of Indian Affairs, U.S. Department of the Interior, Washington, DC 20240

Asian/Pacific Islander
Asian/Pacific American Heritage Council, P.O. Box 11036, Alexandria, VA 22312

Black
Association for the Study of Afro-American Life and History, 1407 Fourteenth Street, N.W., Washington, DC 20005

Dr. King's Birthday
Martin Luther King, Jr., Center for Nonviolent Social Change, 449 Auburn Ave., N.E., Atlanta, GA 30312

Hispanic
Congressional Hispanic Caucus Institute, 504 C Street, N.E., Washington, DC 20002

Women
National Women's History Project, Box 3716, Santa Rosa, CA 95402

TV/Radio Tips

Sometimes I Wonder—*Nickelodeon, Saturday, Sept. 5, 2-3 p.m. ET.* Colleen Dewhurst stars in the story of two children who learn about family relationships and responsibilities.

After-School Special—*ABC-TV, Wednesday, Sept. 9, 4-5 p.m. ET:* "Just a Regular Kid: An AIDS Story." A teenager is afflicted with AIDS. *Wednesday, Sept. 23, 4-5 p.m. ET:* "The Sky's the Limit." True story of a retarded child who defies stereotyping and goes on to attend college. Free study guides available from ABC Community Relations, 1330 Ave. of the Americas, New York, NY 10019.

On the Brink: An AIDS Chronicle—*Discovery Channel, Sunday, Sept. 13, 9-10:20 p.m. ET; rebroadcast throughout the week.* AIDS Awareness Week documentary investigates the historical, social, economic, and personal implications of the disease.

Attention, Secondary Teachers

If you make educational use of any show airing on the Arts and Entertainment (A&E) cable channel between Jan. 1 and Dec. 31, 1987, tell A&E about it. The three teachers putting 1987 A&E broadcasts to best use with their 7th through 12th graders will win mini-grants for their projects and U.S. savings bonds for themselves.

Entry deadline for this contest—which was designed by NEA members in Maryland, Virginia, and Washington, D.C.—is Jan. 15, 1988. For more details, including a contest application and a schedule of A&E's programs for the rest of the year, write to A&E Mini-Grant, P.O. Box 6618, New York, NY 10063-6923.

Double Helix—*Arts & Entertainment Channel, Monday, Sept. 14, 8-11 p.m. ET.* True story of the race to discover the secret behind DNA.

The Blessings of Liberty—*ABC-TV, Wednesday, Sept. 16, 8-11 p.m. ET.* Special guests trace the evolution of the U.S. Constitution from 1787 to the present, dramatizing the debates, court arguments, letters, and news coverage that caused changes in interpretation of the document.

We the People 200: The Celebration of the Bicentennial of the Constitution of the United States—*CBS-TV, Thursday, Sept. 17.* Day and evening specials salute the bicentennial of the signing of the U.S. Constitution.

Degrassi Junior High—*PBS, beginning in mid-September; check local listings for times.* Weekly series designed to help young teens feel good about themselves through entertaining and provocative stories that reflect their own lives. One discussion and activity guide has been mailed to each middle school and junior high. For additional guides, send $2 per copy to Degrassi Junior High Study Guide, Box 2222-DG, South Easton, MA 02375.

Main Street—*NBC-TV, Tuesday, Sept. 22, 4-5 p.m. ET.* Season premiere of teen news program; new anchorperson is Maria Shriver.

We the People—*PBS, beginning in late September; check local listings for times.* Peter Jennings narrates this continuing weekly series on the U.S. Constitution and its impact on the lives of the American people.

Come Celebrate: The Dignity of Labor—*American Public Radio, early September; check local listings for date and time.* Monthly series brings national holidays to life; September's show salutes Labor Day.

A Hero Ain't Nothing But a Sandwich—*HBO, sometime in September; check local listings for dates and times.* Cicely Tyson and Paul Winfield star in drama about a family struggling to help its teenager overcome a drug problem.

Home Alone—*The Disney Channel, sometime in September; check local listings for dates and times.* The Cosby Show's Malcolm-Jamal Warner demonstrates safety procedures for latchkey children.

Sneak Preview

The Divided Union—*A&E Channel, Wednesdays, Nov. 11 through Dec. 9, 9-10 p.m.* Five-part documentary on the Civil War. Study guides were mailed in August to the social studies department of each secondary school in an A&E viewing area.

Meet:

Jim Rendel

Resisting the Push To Slash Curriculum

Westmont, Ill., a small suburb west of Chicago, is home to some affluent white-collar executives but mostly blue-collar workers. When Illinois Education Association-NEA member Jim Rendel began teaching at Westmont High in 1974, the school served some 700 students. By 1984, enrollment had dropped to under 600, and the entire school system got hit with a tremendous budget cut.

The high school teaching staff shrank from 40 to 27. A referendum asking Westmont voters to raise property taxes to restore some of the lost funds failed.

Rendel, who teaches German and English and is Westmont High's second-language coordinator, survived. NEA staff writer Marian Clayton recently asked him about his fight to maintain Westmont's German program—and his dedication to foreign language study.

What caused your school's enrollment to drop so sharply?
Westmont is a small community. There aren't a lot of new young families with school-age children moving in. Of course, the nation's declining birthrate in the 1970s was also a factor.

Which school programs were cut as a result of the 1984 budget crunch?
The school dropped its distributive and office education programs. And there's been a steep decline in other vocational programs—shop and trade courses.

The new state and local requirements for more English, science, and math credits leave students few opportunities to take elective courses, including home economics, vocational education, and foreign languages. So these programs were among the first to be considered for phasing out.

We lost teachers in almost every subject area.

Did you ever feel that German was in jeopardy?
Everything was up in the air at one time, but my principal and the assistant superintendent for instruction had assured me that no decision had been made as to what would be cut. Then I attended a school board meeting in 1984 and was shocked when the board president announced that German was being dropped from the curriculum.

But that didn't happen. Why not?
I presented the board with information on why German provides a necessary part of the students' education.

What were your arguments?
First, let me explain that the German language suffers, unfortunately, from history—many people associate it with Nazism and Neo-Nazism. And the language has the reputation of being too difficult to learn, despite the fact that many English words have Germanic origins.

But, as I told the board, a good high school offers at least three second languages—two romance and one Germanic. Most of the students enrolled in my German classes go on to college. If we drop German, I believe some of those students would enroll in one of the three highly competitive parochial schools in the area.

I teach an adult class at the College of DuPage in Glen Ellyn, and many of those adults feel a real need to learn German. Some are planning trips to countries where German is the native language. Some work for companies that have plants or branches in German areas. Some of the adults want to open companies, engage in import-export businesses, or market products in Germany.

That's quite a sermon!
Well, I'm concerned about the loss of foreign language programs, particularly German, in schools across the country. Even big schools are hurting. I have, proportionately, more students enrolled than many large schools in the area do. That's just not right!

Did your spirited presentation persuade the board president?
I think it helped. But I had support from school board members, school administrators, and my teacher colleagues. I also had strong parental and community support.

Were many of the parents enrolled in your adult class? If not, how do you account for their support?
The German club is among the most active at Westmont. We're very much in the limelight.

Every two years, I take juniors and seniors to a German-speaking area of Europe—Austria, Switzerland, or, of course, Germany. One of my favorite trips was to Bad Reichenhall, West Germany, where we joined other U.S. students on a salt mine tour (*large photo*).

I frequently take my students to Germantown in Chicago so they can practice speaking German in restaurants, and hear it in live performances and films.

Do you use traditional teaching methods?
More or less. I believe in good study habits and good listening habits.

I use the *Guten Tag* film series in my classes. It's really outmoded and borders on the ridiculous because of the exaggerated conversational situations, but the film includes some important expressions that are helpful to students.

I also use the more recent BBC video series *Kontakte*, a modern conversational exercise. It includes very good documentary information and real-life situations, and it provides for role-playing exercises.

Do you travel abroad much on your own?
In 1969-70 I studied at the Goethe Institute in Prien, near Munich, and spent two semesters at the University of Freiburg in the Black Forest.

I've vacationed in the Soviet Union, Germany, and Austria on my own. I'm half Swedish, and in 1967 my mother—a first-generation American—took me to the Scandinavian countries to see relatives she'd never met. Since then, I've traveled to Linköping, near Stockholm, four times to spend one to two weeks with relatives.

How did your interest in German come about?
I took two years of German in high school back in Hammond, Ind., and then quit. I started all over again at Wabash College in Crawfordsville, Ind.

Two of my German professors convinced me to study in Germany for a semester. After one semester in Germany I realized how much I loved the language, the culture, and the people.

How do you feel about the apparently growing movement to make English the official language of the U.S.?
That's understood: English is the official language. But I see this new emphasis on English as a rightist stamp of approval for getting rid of bilingual education programs in our schools and pluralism in our society.

I feel bilingual education is necessary, especially because of our cultural diversity and our linguistic heritage. After all, we're still the world's melting pot. □

HEALTH

AIDS and Community Education

NEA launches a new campaign to help communities deal effectively with the nation's number-one threat to public health.

Joe Di Dio

Leaders of three local Associations met with scientific and behavioral specialists for three days at NEA Center in early August to work out details of a community AIDS education pilot project. Among the participants were (from left) C.J. Kennedy, a school nurse and Association member from Camden, N.J.; Sara Davis, president of the Camden Education Association; Dr. Peter Zampiello, regional program manager of the U.S. Public Health Service; Susie Jablinske, president of the Teachers Association of Anne Arundel County (Md.); Dr. Nancy Bauer, chair of the Senior Science Advisory Group; and John Rudolph, a middle school health and phys ed teacher from the Burnsville (Minn.) Education Association.

In Camden, N.J., Burnsville, Minn., and Anne Arundel County, Md., NEA members, parents, and residents are engaged in a difficult—and critical—task. They are seeking to forge consensus on how their communities should go about changing the behaviors that put people at risk for AIDS.

AIDS (acquired immune deficiency syndrome) is the gravest and most terrifying public health crisis facing our nation. AIDS is fatal. It is irreversible. Prevention is the only hope. And all across the country, people are turning to the schools to educate students to adopt behaviors that will prevent the spread of this dread disease.

But, as NEA members well know, what is taught in school is just part of the total education a child receives. That's why the local Associations in Camden, Burnsville, and Anne Arundel County are piloting community AIDS awareness programs. Programs based on accurate scientific information. Programs that incorporate community values. Programs that have a chance of working.

This pilot project is just one part of a major new NEA effort to empower teachers as community change agents—as adults with the facts, and the credibility, to influence those around them to adopt life-saving behaviors. That effort begins with the booklet facing this page, *The Facts About AIDS*, prepared by the U.S. Public Health Service and pretested by NEA members.

Education about AIDS raises sensitive moral issues. Deciding what will be taught and how to teach it is not a simple task. But it is an important one. There is no room for failure. Millions of lives are at stake.

It was only six years ago that the first cases of AIDS were reported in the United States. In those six short years, an estimated 1.5 *million* people have been infected by the AIDS virus. Over 40,000 Americans have contracted the deadly disease—and over 20,000 have died. Current medical research predicts that over the next four years, more than a quarter of a million people will develop AIDS—and 180,000 will die. By the year 2000, between 1 and 1.5 million people will have AIDS.

People who have AIDS die of it. There is no cure—and no medical breakthrough in sight. Education—through the schools, the community, and the media—is the only weapon currently available to control this dread disease.

"If AIDS isn't stopped, it will be a horrible tragedy—for its victims and those close to them, and for all the young people of our nation," stresses Jim Williams, special assistant to the NEA executive director and coordinator of NEA's participation in the Health Information Network (*see box*).

Public health officials project that treatment of AIDS patients will cost our society at least $75 *billion*—and perhaps as much as $112.5 billion—in the year 2000. Between $30 and $45 billion of this cost will be borne by the federal and state governments.

"Total federal funding for elementary and secondary education in 1987 is $9.9 billion a year," Williams adds. "The cost of treating and caring for people with AIDS will dwarf—and diminish—education spending. We will truly not be able to afford providing quality education for our nation's young."

There is growing alarm about the threat AIDS poses to our nation's youth. "Adolescents and pre-adolescents are those with behavior we wish to especially influence because of their vulnerability when they are exploring their own sexuality and perhaps experimenting with drugs," U.S. Surgeon General C. Everett Koop said in summer testimony before a congressional committee.

"Teenagers often consider themselves immortal," Koop noted, "and these young people may be putting themselves at great risk."

Koop is part of an emerging national consensus that our schools must help educate youth to avoid the behaviors that put them at risk for contracting AIDS. Pennsylvania, Rhode Island, Kansas, and Oklahoma already require AIDS instruction in public schools. Other states are expected to follow suit.

The Facts About AIDS **and "Principles of Education and Behavioral Change"**—inserted in this issue of *NEA Today*—provide detailed information about how AIDS is (and is not) transmitted.

"The timing of the factbook is important," says NEA's Williams. "October has been designated National AIDS Prevention Month. There will be a lot of public information about AIDS. Students will come to school with all kinds of questions."

To be effective, AIDS education must not only convey accurate scientific information, it must convince people to change behaviors that put them at risk.

"Whatever we teach in the schools must be matched by the family, religious organizations, the media, and the power structure of the community," Williams continues. "That's why we developed the pilot project on community AIDS education. Only by working together do we have a chance."

Leaders from the three pilot local Associations—Burnsville, Camden, and Anne Arundel County—met with a panel of scientific and behavioral specialists for a three-day workshop at NEA Center in Washington in early August. They discussed strategies that can bring about behavior change, as well as ways to build consensus for effective AIDS education in their communities.

"Education about AIDS raises many sensitive issues," says Camden Education Association President Sara Davis. "If you want to educate people to choose safe, healthy behaviors, you're going to end up talking about highly charged questions that involve community and individual values.

"We're not going to tell the people of Camden what their positions on these should be," adds Davis. "What we're developing, with NEA's help, are ways to work with our communities to arrive at a consensus on how to deal with these crucial issues."

Our nation faces the most devastating health crisis of this century. NEA members are being called upon to play a role in preventing that crisis from engulfing us. Carrying out this task won't be easy. But the stakes couldn't be higher. The lives of our students and the health and well-being of our society depend on it.

—Heidi Steffens

The Health Information Network

AIDS. Lung cancer. Heart disease. These and other major diseases that are killing and disabling millions of Americans have one thing in common: the only hope for stopping them is education—education that helps people change the behavior that puts them at risk.

The earlier health education aimed at influencing behavior begins, the more effective it will be. It's far easier for a 15-year-old never to develop the cigarette habit than for a 40-year-old to quit. It's more healthful never to eat a diet high in saturated fats then to alter that diet after developing high cholesterol.

Education in the broadest sense is the key to a healthier America. NEA members are central to the education process. But they need clear and dependable information. Over the past year, NEA has joined with the U.S. Public Health Service, Merrell Dow Pharmaceuticals Inc., the National Association of School Nurses, and leading medical and academic experts to build a network that can provide this information.

The Facts About AIDS, including "Principles of Education and Behavioral Change," is the first effort of this new Health Information Network. Over the coming year and beyond, the Network will produce and disseminate a wide variety of information on subjects such as tobacco, allergies, and attention deficit and eating disorders, focusing on the behaviors and lifestyles that put people at risk.

"The Network opens up a host of exciting opportunities," says NEA Assistant Executive Director Gary Watts. "It will provide solid scientific information that educators need to understand the behaviors that endanger lives."

The information is *not* for school nurses or health and science teachers only. The behaviors that place individuals at risk don't require detailed technical knowledge to understand. "The major educational task," says Watts, "is to change risk-taking behaviors. That takes an understanding of how and why people behave as they do, which is something all teachers—no matter what their subject area—share."

—H.S.

Your NEA

REACHING OUT

Happy Birthday, Constitution!

On September 17, America's schools will lead a national tribute in honor of our Constitution's 200th anniversary. As part of the celebration, NEA and the National Council for the Social Studies have prepared *About Our Constitution*, a special packet of reproducible lesson plans, and mailed a copy to every local Association president.

The lesson plans aren't only for use on September 17, however. They're appropriate for the entire Year of the Bicentennial—through December 1987.

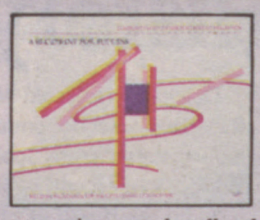
NEA's New Issues Magazine To Premier In January '88

Can't see the forest for all the education reform trees? Help's on the way. In January, NEA will publish a new magazine focusing on the cutting-edge issues that have emerged in this era of education reform.

This new 80-page annual publication, which replaces the teachers edition of *Today's Education*, will offer cogent, insightful essays on current topics from some of the top analysts in the field of education.

ESP members of NEA will receive their regular annual magazine this fall.

Mobilize To Stem The Dropout Tide



NEA's National Foundation for the Improvement of Education (NFIE) has released an attractive new handbook full of how-to advice, strategies, and checklists for mobilizing your community to fight the dropout problem. The publication, *A Blueprint for Success: Community Mobilization for Dropout Prevention*, is a follow-up to *A Blueprint for Success: Operation Rescue*, offered by NFIE last year.

To order, send $4 to NEA Professional Library, P.O. Box 509, West Haven, CT 06516; specify stock no. A701-00343. A set of both last year's *Blueprint* and the new one is available for $7.50 (A701-00345).

NEA Conference Series Set for 1987-88

"Keeping America Strong: The Value of Public Education" is the theme of the 1987-88 NEA National Conference Series.

The first conference—"Teaching in America Today and Tomorrow," to be held October 23-25 in San Antonio, Texas—will emphasize that teaching is a complex, highly skilled profession. State and national Teacher of the Year winners will be featured in discussion panels. Registration deadline is October 7. For further information, contact Aurora Arcilla, NEA Instruction and Professional Development, 1201 16th St., N.W., Washington, DC 20036 (202/822-7392).

"Refining Association Advocacy for the 21st Century" is the theme of the second conference, scheduled for February 19-21 in San Francisco. The focus here will be on organizing, bargaining, and education reform. Among the topics scheduled for discussion: organizing building-level faculties, expanding bargaining to empower teachers, and applying NEA's reform agenda to member advocacy. Registration deadline is January 8. For further information, contact Pennie Mattingly, NEA Affiliate Services, 1201 16th St., N.W., Washington, DC 20036 (202/822-7149).

The third conference—"Investing in America: Public Education, a Priority Defense Issue," set for April 8-10 in Washington, D.C.—will examine the crucial importance of public education to our nation's security and competitiveness. Workshops will be on such topics as the implications of U.S. demographics in the year 2001, full educational opportunities for all youth, retraining for a changing economy, and developing compatible goals for business and education.

Registration information for each conference will appear in *NEA NOW*, the weekly newsletter mailed to all local Association presidents.

Coming Soon: American Education Week '87

American Education Week
November 15-21, 1987

It's not too early to start preparing for American Education Week, November 15-21. This year's theme: "We the People: Building Schools Together."

By now your local Association should have received a packet of materials from NEA to help you and your colleagues plan a successful observance. Included are a planning guide that includes lists of suggested activities, several sample news releases and public service announcements, an American Education Week poster, and reproducible art for flyers, buttons, handouts, and newsletters.

A limited number of additional packets are available for $6.95 on a first-come-first-served basis from the NEA Professional Library, Box 509, West Haven, CT 06516. Orders must be prepaid. □

LOOKING BACK

Kurt Foss

► **The rainbow art that illustrated** our June '87 guide to the children's TV series "Reading Rainbow" also appears on a poster used to publicize this popular series. The poster design is based on the artwork of three Jordan (Minn.) Elementary School students, chosen from entries in a 1985-86 contest sponsored by the B. Dalton bookstores.

"B. Dalton solicited children's art from teachers in Minnesota," explains Jordan art teacher Judy Nygard Broekemeier. "From my 150 first and second graders' work, I submitted some 20 entries."

The student winners—Robby Bartlett, Jerry Busse, and Nicole Beckius—were honored by a local bookstore recently when series host LeVar Burton visited the Jordan area on a promotional tour.

► **The American Drug and Alcohol Survey—a complete** package of materials to help you determine the exact nature and extent of drug use among teens in your community ("Schools Fight Back Against Drugs," March '87)—is available from the Rocky Mountain Behavioral Science Institute. The package contains surveys to be completed by 8th and 12th graders, an interpretation of the survey results, a handbook full of general information about drug abuse, and suggestions on keeping your community "drug aware." For ordering information, contact Carla White, Rocky Mountain Behavioral Science Institute, Inc., 2190 W. Drake Road, Suite 144, Fort Collins, CO 80526 (303/221-0602).

► **Oregon's 200-member Coos Bay Education Association** (CBEA) halted a massive rollback of benefits through an 11-day strike against the school board last May, but the schools in this lumber community still face lingering problems ("Disaster for Schools," Nov. '86). The district's tax base was established in 1916 and, as a result, the schools must ask voters for new monies each year. Even Oregon's new "safety net" program—which allows schools to operate on the previous year's budget if voters twice refuse to grant an increase—offers little cause for rejoicing.

"The plan has no growth factor," explains Pat Snyder, CBEA president. "If we have to go back to last year's levy, we'll be $890,000 short because of inflation and other costs."

Coos Bay's economy has picked up in the past year, and unemployment has fallen from 13 to 7.5 percent. But the lack of school board and community support that caused the strike continues. Many CBEA members are looking for work in districts with updated tax bases and more job security.

► **Raffi, the popular Canadian** minstrel-composer of children's songs ("Shaking Out the Sillies...Seriously," Nov. '85), is working with Crown Books to publish a series of songbooks and picture books over the next two years.

This marks the first time that the *Raffi Singable Songbook* and *The 2nd Raffi Songbook* will be published in this country. Books in the Raffi Songs to Read series will be released starting this fall.

As Raffi notes on his book jackets, "The repetition and predictable pattern of my songs make them 'singable' and easy for children to remember. The same qualities make them readable, too." □

MAKING NEWS

NEA President **Mary Hatwood Futrell** traveled to China this summer at the invitation of the secretary general of the Chinese Educational Association to discuss ways to further cooperation between NEA and the Chinese organization. Accompanying Futrell and top Association staff was a delegation of 70 NEA members. The group toured China for two weeks...

NEA Vice-President **Keith Geiger** represented NEA at recent meetings of the International Federation of Teachers' Associations and the International Federation of Secondary Teachers in Delphi, Greece...

NEA's **National Foundation for the Improvement of Education (NFIE)** has announced five new Operation Rescue grants, ranging from $5,000 to $25,0000, to local Associations for dropout prevention programs. Recipients are the Corsicana (Texas) Education Association, the Denver (Colo.) Classroom Teachers Association, the Eugene (Oregon) Education Association, NEA Los Lunas (N. Mex.), and the Pocatello (Idaho) Education Association. The grants, to take effect this month, bring the total number of Operation Rescue projects around the country to 21. □

Your NEA

TAKING A STAND

Futrell to RA Delegates:

'Stand With Me To Make History'

And they did.

More than 8,000 elected delegates to NEA's 66th Representative Assembly, July 2-5 in Los Angeles, unanimously backed NEA President Mary Hatwood Futrell's call to make NEA's National Foundation for the Improvement of Education (NFIE) "one of the largest educational grant-giving foundations in America—and to make NEA the national leader in creating and shaping education policy."

To accomplish these goals, RA delegates endorsed a plan to set aside $1 per member for the next five years. The goal: a $13 million endowment that will open the way for education initiatives built on the successes of NFIE's Operation Rescue anti-dropout grants. These grants already have funded programs that range from a Memphis, Tenn., project to help student-parents and their children, to a Pinellas County, Fla., community partnership program of counseling, tutoring, and wilderness experiences for dropout-prone students.

The infusion of new funds for NFIE was but one of dozens of proposals approved by the delegates in Los Angeles. If there was one theme to their actions it was this: today's wave of school reforms will mean little without the active support of school employees.

In his remarks on the first day of the RA, NEA Executive Director Don Cameron noted that more than 200,000 school employees have joined the Association in the past six years—nearly 60,000 in the past year alone—bringing total membership to nearly 1.9 million. Putting this astounding growth another way, Cameron noted that "in the decade of the 80s, another education employee has joined NEA every 10 minutes," making NEA the nation's largest professional labor organization. Cameron challenged delegates to help the Association break the 2-million-member mark by 1991.

Coupled with this strong membership growth, the Association has become a major player in national politics, even though it only began its national political action program in 1976. President Futrell, alluding to the 1988 election year, told delegates that "NEA is going to war—a war for a better future for the children of America," a war, she said, "we plan to win."

To do so, NEA will need a political warchest—and delegates to this RA shattered all previous records by raising nearly $300,000 for NEA-PAC, the Association's political action arm. The 349-member Illinois delegation led the states, contributing more than $18,000.

While delegates were digging deep into their pockets, they were also electing NEA leaders and taking stands on a host of cutting-edge issues in American education.

Futrell won election to an unprecedented third term as NEA president, and Michigan's Keith Geiger was reelected vice-president. Danbury, Conn., native Robert Chase was reelected to NEA's nine-member Executive Committee. Leon Horne of Tacoma, Wash., captured the other open Executive Committee seat.

Delegates reelected Marium Renshaw, a school community liaison staffer from Spokane, Wash., to a second two-year term on the Board of Directors representing educational support personnel. They chose Phoenix, Ariz., school secretary Martha Fait to fill the other ESP seat. Jim Booth of Chattanooga, Tenn., was reelected to the at-large administrator seat on the Board.

During four days of parliamentary debate, delegates revised the Association's legislative agenda for the 100th Congress, amended the NEA constitution and bylaws, updated the NEA resolutions (the standing policy of the Association), adopted some 46 new business items mandating specific actions to address current problems, and approved the 1987-88 NEA budget.

The biggest ever, this $118 million budget—recommended by unanimous vote of the Board of Directors—returns 40 percent of the total to state and local affiliates to help improve compensation and working conditions for all members.

Among the more hotly debated policy issues:

► **AIDS.** This frightening new disease of the 80s demanded swift and sure action from delegates, who called for federal funding for new AIDS research and expansion of locally developed school programs to help students learn how to protect themselves from AIDS and other sexually transmitted diseases. (*See special AIDS factbook inserted after page 14 of this issue.*)

► **Teacher certification.** Delegates gave support to both national and state-level professional standards boards with teacher majorities, designed to ensure high standards and guarantee teachers an effective voice in shaping their profession. (*See related stories on page 3.*)

► **Supreme Court nominee.** Delegates went on record in opposition to Senate confirmation of Judge Robert Bork's appointment to the Supreme Court, charging that his record on human rights falls far short of Supreme Court standards. (*See page 19.*)

Prefacing the RA action were two conferences sponsored by NEA's Instruction and Professional Development and Human and Civil Rights divisions, which brought together prominent education analysts to zero in on a host of key issues—minority teacher supply and demand,

California Teachers Association delegate Nadine Potter, left, who also chairs NEA's Women's Concerns Committee, plans strategy with CTA colleague Cynthia Pena.

A lull in the action at the Representative Assembly allows CTA delegates John Burns, left, and Frederick Wright time for a short conference.

Kansas-NEA delegate Billie Rickard reflects on the ebb and flow of floor action.

Iowa State Education Association member Peter Muir speaks to an issue on the Assembly floor.

Georgia delegate Gloria Slaughter introduces a motion calling for an end to inhumane treatment of undocumented Chicano/Hispano children. Texas delegate Irene Escobar waits to second the motion. The item passed.

Idaho's Sue Hovey, a member of the NEA Executive Committee, addresses the Assembly.

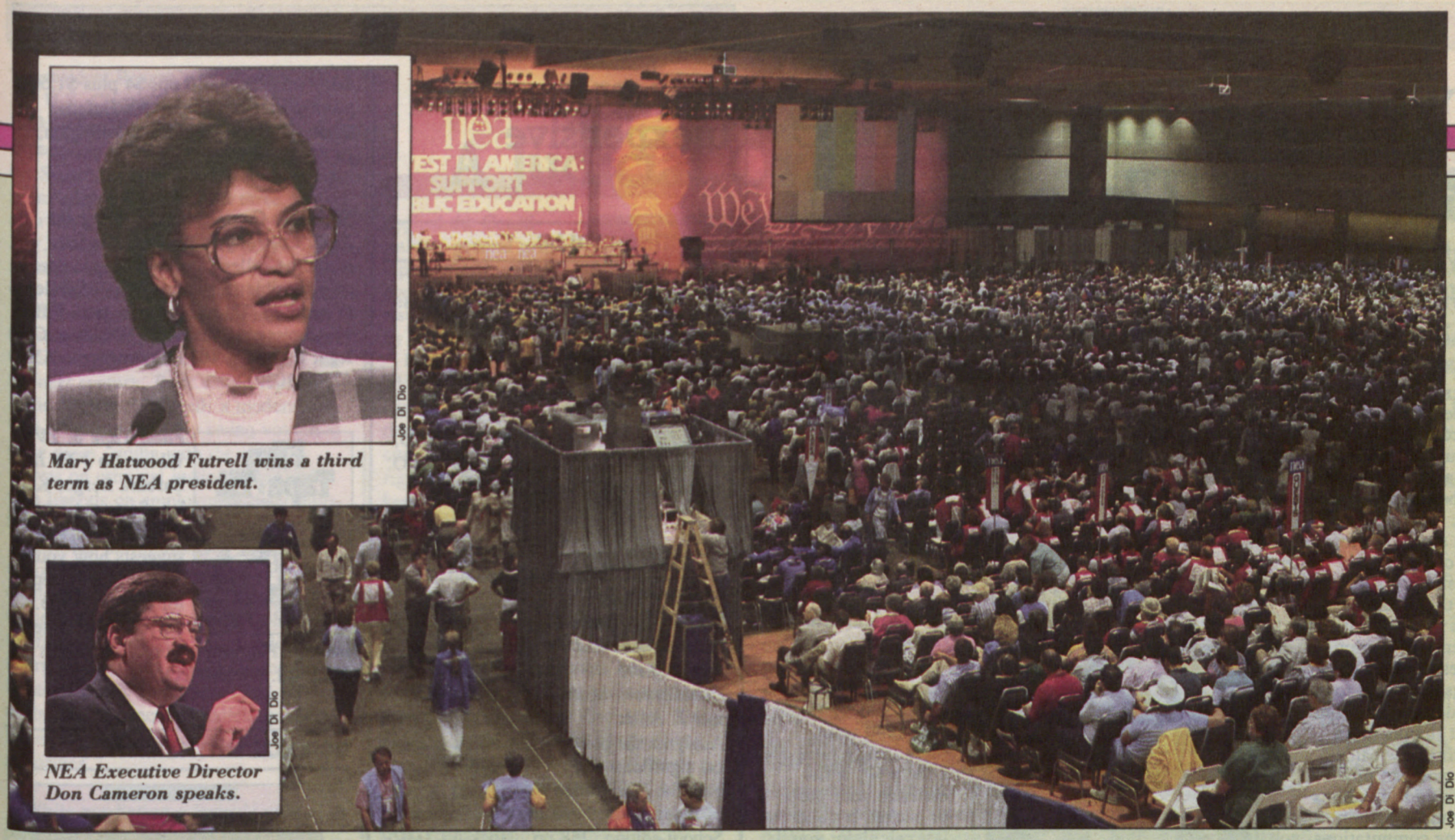
NEA Resolutions Committee Chair Wilma Wittman follows debate on the Association's policy positions.

Joe Di Dio

Mary Hatwood Futrell wins a third term as NEA president.

Joe Di Dio

NEA Executive Director Don Cameron speaks.



Joe Di Dio

dropout prevention, illiteracy, and magnet schools.

During the course of the annual meeting, NEA released reports on several topics:

► **Teacher shortage.** Though there's some debate over just how many teacher vacancies exist as the new school year opens, there's no question, says a new NEA research poll, that many districts are hiring teachers for positions for which they are not trained. This is especially true in math, science, and special education.

► **Support for public** education. New Gallup Poll results show the American public is squarely behind efforts to boost public school spending, and 80 percent of those surveyed say teacher salaries should be increased.

► **Minority student** achievement. Four study groups, chaired by four members of the NEA Executive Committee, set out to discover what minority kids need from their schools, how well those needs are being met, and what steps need to be taken to help minority students achieve at their highest levels. The result of these studies: a four-part report.

(*See story on page 6.*)

► **Reform projects.** During an RA news conference, NEA Secretary Treasurer Roxanne Bradshaw and other Association representatives described several of the school-building-level reform initiatives now under way. Among them: Mastery in Learning Projects, now in their second year in 27 schools in 19 states, which put the emphasis on giving teachers more power to change the content and direction of instruction.

Another effort, put together by the New Jersey Education Association in cooperation with NEA, focuses entirely on New Jersey's urban schools. The goal is to erase years of urban school neglect so that city kids will have the same educational opportunities as their peers in less urban areas.

Other projects highlighted at the news conference included a California Teachers Association study documenting the negative impact of large classes on students and teachers, and a multistate NEA pilot project called TABS (Teamwork Approach for Better Schools), which focuses on innovations at the school building level that can help students learn better and teachers improve their own performance.

As usual, observers of this year's RA wondered how so many people could accomplish so much in so short a time and in such orderly fashion. The answer rests with tradition, and an enduring belief that an organization of thinking individuals, no matter how big it grows, can still set its policies in a democratic way, can still listen to a single voice.

—Bill Fischer

RA Moments

Each RA has its own special moments—funny, upbeat, moving. Among this year's highlights:

Carolyn Salisbury

Pam Tighe, president of the Homer, Ill., Association of Teachers and Support Staff (HATS), flanked by other delegates from Homer. Tighe thanked NEA members who contributed a total of $200,000 during the local's eight-month strike—with special thanks to NEA President Futrell for her visit last winter. The strike finally ended with an agreement in June...

NJEA President Dennis Giordano's plea for support (and the delegates' standing ovation) for 150 Lyndhurst, N.J., teachers and support staff ordered jailed for defying a return-to-work order. (A two-judge appeals panel later reduced their sentences to community service.)...

Joe Di Dio

Six-month-old Karri Mesicek, daughter of NEA Board member John Mesicek of Iowa, being cradled by Iowa's other NEA Board member, Bob ("Radar") Gilchrist, as he spoke on a point of order...

The dynamic give-and-take dialogue at the pre-RA Instruction and Professional Development Conference between teachers and University of Wisconsin-Milwaukee author Mary Metz over magnet schools and their place in the reform movement...

Joe Di Dio

The dairy cow—an inflated version—perched atop the Wisconsin delegation's signpost...

Joe Di Dio

Joe Di Dio

The Michigan delegation's hastily constructed "toll bridge" with a fee charged anyone who wanted to pass from one delegate section (the Upper Peninsula) to the other (the Lower Peninsula)...

The moving tribute to Challenger astronaut Ellison Onizuka by NEA President Futrell at the Human and Civil Rights Awards banquet. Onizuka's widow, Lorna, was there to receive a special NEA civil rights award in her husband's honor...

The Carnegie Foundation's Ernest Boyer receiving NEA's Friend of Education award...

The chorus line of Louisiana delegates who snaked their way through the other delegations to the tune of "When the Saints Go Marching In." New Orleans is the host city for the 1988 NEA annual meeting...

Willie Mays, the baseball Hall of Famer, signing autographs for fans in the Convention Center exhibits area, and actor Ed Asner's appearance at a NEA-PAC fundraiser...

The Taft High School chorus from Los Angeles leading delegates in a rocking rendition of "Aquarius"...

President Futrell's moving tribute to her husband and "my best friend" Donald at the close of the RA.

—B.F.

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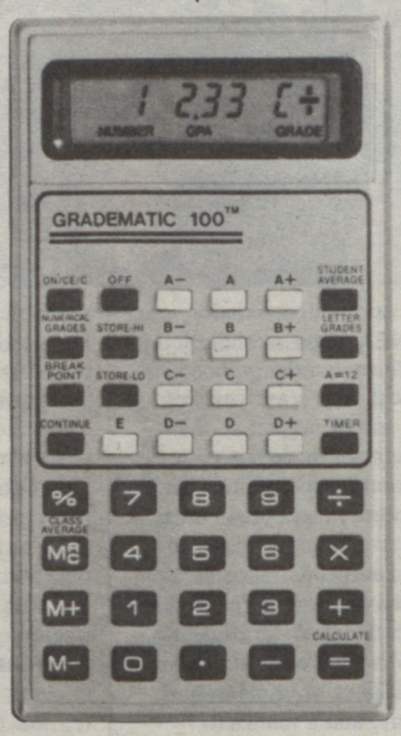

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YOU AND THE LAW

'Justice' Bork: A Judicial Oxymoron?

President Reagan's nomination of U.S. Circuit Court Judge Robert H. Bork to the U.S. Supreme Court is expected to ignite a fierce battle when the Senate begins confirmation hearings in mid-September. A scant three days after the President's announcement last July, delegates to the NEA Representative Assembly in Los Angeles voted overwhelmingly to oppose the nomination.

Experts agree that, if confirmed, the 60-year-old Bork could significantly alter the ideological balance of the Court into the next century. Bork would replace Justice Lewis F. Powell, a moderate who often provided the swing vote in close cases, siding with the conservatives on criminal justice issues and with liberals on employment discrimination, affirmative action, and privacy.

Bork has an impressive resume. The opposition to his nomination doesn't challenge his "paper" qualifications to sit on the Supreme Court. It's based on the fact that Bork is a foe of individual liberties—including the constitutional rights of public employees—and an unabashed opponent of judicially enforced equality for women and minorities.

While predicting a judge's vote in particular cases is always risky, Bork has made his judicial philosophy crystal clear in extensive writings. The unifying theme in all of his opinions is the notion that the federal courts ought to get off the back of the government.

Bork justifies his call for judicial inactivism on the theory of "original intent." Under Bork's theory, a judge's sole function when considering a constitutional challenge is to discern the subjective intent of the original framers of the Constitution and its amendments. If *they* did not intend to create a specific right, then none exists.

But public employees enjoy fundamental constitutional rights—the right to due process, free speech, privacy, and equal protection of the laws—*not* because the framers of the Constitution specifically intended to establish such rights, but because, over the last 20 years, an activist Supreme Court has applied the Constitution's general principles of fairness and equality to complex issues not anticipated by the framers.

UNIPHOTO

Supreme Court nominee Judge Robert Bork

Bork's theory, if adopted by the Court, would have devastating repercussions for the rights of NEA members. Under Bork's view, for example, the sole relevant inquiry for the Court in considering a teacher's due process claim would be whether the drafters of the Fourteenth Amendment intended to require school boards to grant employees a hearing prior to their discharge. Similarly, in considering a teacher's free speech claim, Bork would ask simply whether the framers of the First Amendment intended to prohibit school boards from firing employees who publicly criticize them. Bork's answer to both questions is a painfully clear *no*.

Bork has been a particularly vociferous critic of the Supreme Court decisions recognizing a constitutional right of privacy. In Bork's view, since the Constitution says nothing at all about privacy, no such right exists.

On this basis, he has called *Roe v. Wade*—the Court's 1973 decision legalizing abortion—"an unconstitutional decision, a serious and wholly unjustifiable usurpation of state legislative authority." Similarly, he has assailed as "unprincipled" the Court's 1965 decision in *Griswold v. Connecticut*, striking down a state law that made it a *crime* (even for married couples) to use contraceptives.

It is likely that Bork would vote to overturn important lower court victories by NEA members based on privacy claims—including recent cases in which teachers were fired for becoming pregnant, for instituting divorce proceedings, or for dating someone disapproved by the local school board.

Bork's views on the role of the courts in eradicating racial discrimination are equally unacceptable in a Supreme Court justice. He publicly opposed passage of the key provision of the 1964 Civil Rights Act barring racial discrimination in public accommodations because, in his words, the legislation "would coerce one man to associate with another" in contravention of a citizen's "personal preferences." Although he has subsequently recanted this extremist position, Bork's opinions on other race issues are likewise abhorrent today.

He has said, for example, that the Supreme Court was wrong when it upheld provisions of the 1965 Voting Rights Act banning the use of literacy tests under certain circumstances. He has attacked a 1966 decision of the Court striking down a Virginia poll tax—like literacy tests, a scheme commonly used to disenfranchise Black voters.

In 1972, Bork was one of only two law professors to testify in support of legislation that would have drastically curtailed the power of federal courts to remedy school segregation.

Finally, there is the issue of character. Bork is perhaps best known as the loyal hit man who fired Watergate Special Prosecutor Archibald Cox in 1973—after Attorney General Elliott Richardson resigned as a point of honor and Deputy Attorney General William Ruckleshaus was fired for failing to carry out a White House order to dismiss Cox. A federal court subsequently held that Bork's action was in violation of the Department of Justice charter.

Bork is a man who cavalierly disregarded the rule of law and executed an order the apparent purpose of which was to frustrate an investigation into criminal wrongdoing in high office. Certainly, such a man does not possess the requisite moral fiber to sit on this country's highest court. The nation deserves better.

Bork supporters argue that because he has the paper credentials to serve on the Supreme Court, the Senate is constitutionally bound to consent to the nomination and may not inquire into his ideology. If the President is free to nominate a judge because of his hard-core conservative philosophy, then the Senate is free to reject on the same basis. Indeed, the Senate has rejected 20 percent of Supreme Court nominees, many for purely ideological reasons.

A recent *New York Times*/CBS News poll concluded that 62 percent of the American public believes that senators should pay "a lot" of attention to a Supreme Court nominee's "positions on major constitutional issues" in considering whether to confirm.

The protection of human and civil rights is plainly a judicial function. Under our system of government, the courts provide a needed restraint on the "tyranny of the majority"—and, for that matter, of school boards as well. If Bork is confirmed, then many constitutional protections that public school employees now enjoy will be at risk.

What can NEA members do to keep Bork off the Court? It will take 51 votes in the Senate to confirm his nomination. NEA Government Relations believes that the vote will be extremely close and will depend on the last-minute decisions of just a handful of Senators. As the date of this crucial vote approaches, members in those key Senators' states will be contacted to assist in NEA's intensive lobbying efforts.

—Mike Simpson,
NEA Office of General Counsel

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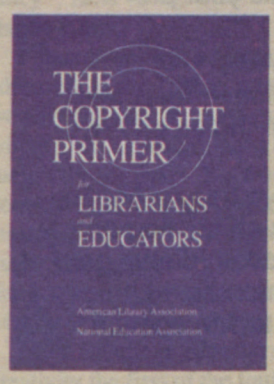

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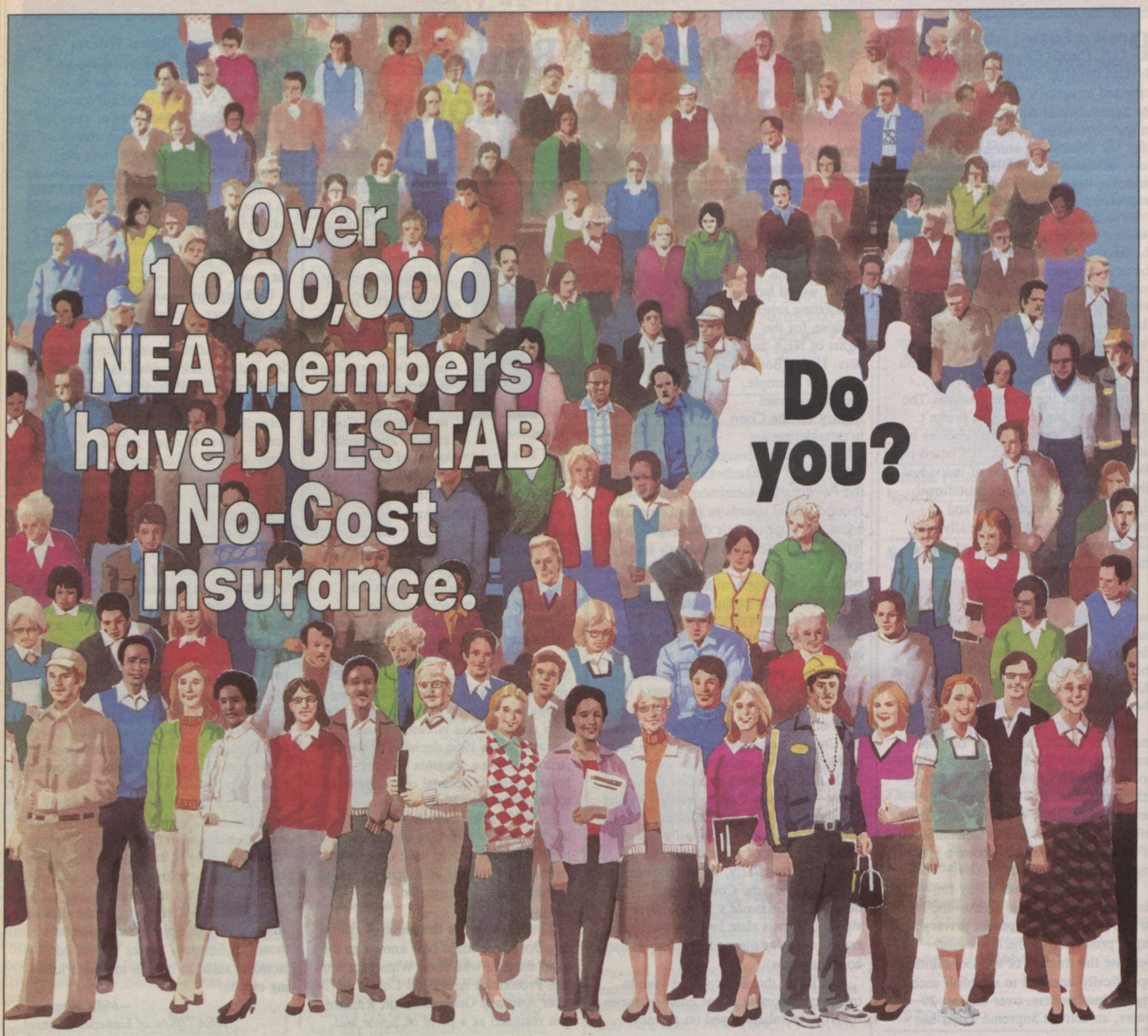

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BOOK BEAT

English Prof Calls for 'Cultural Literacy'...

"We Americans need to make some very specific changes in our educational system if we are to attain universal literacy at a high level. Such literacy is necessary for greater economic prosperity as well as for greater social justice and more effective democracy.

The literacy I am talking about is not mere word-decoding skill, but "cultural literacy"—the network of information that all competent readers possess.

Young people today lack cultural literacy because in the elementary schools we treat reading and writing as empty skills, independent of specific knowledge. Teaching youngsters to decode elementary reading material—or even specific, job-related texts—doesn't make them literate with respect to newspaper or other writings addressed to a general public.

Understanding this, a group of us doing research on literacy were not surprised to encounter community college students—in Richmond—who had trouble understanding a passage about Grant and Lee. It wasn't that the students were stumped by Bruce Catton's vocabulary, they were just ignorant of the identities of Grant and Lee!

The comprehending reader brings to a text appropriate background information. It need not be detailed or precise. In the case of the passage on Grant and Lee, it would probably have been enough for the students to know six facts—that America had had a Civil War, that the two sides were the Union and the Confederacy, that Grant and Lee were respectively the top generals, and that the Union won.

Traditionally we have expected our children to receive such background information in school, but that is no longer so. Granted, school isn't the only place children can learn, but it is the most important controllable influence on what our children know and don't know about our literate culture.

Cafeteria-style secondary education ("take-as-much-as-you-want-of-whatever-courses-look-good"), combined with the unwillingness of our schools to place demands on students, has resulted in a steady diminishment of commonly shared information between generations and between young people themselves.

I call this approach "educational formalism." This is the theory that any suitable content will inculcate reading, writing, and thinking skills. The truth is it won't. You can't inculcate higher order reading, writing, and thinking skills in young people without giving them some common content.

The total quantity of commonly shared information that the school needs to impart is less daunting than one might think, for the crucial background knowledge possessed by literate people is often hazy and limited in extent.

Preschool is not too early to start instruction in the literate national culture. Fifth grade is almost too late. By fifth grade, disadvantaged children who are able to decode and pronounce individual words in a passage are frequently unable to gain a sense of the piece as a whole. They miss central implications and associations because they don't possess the background knowledge necessary to put the text in context. If in the early grades our children were taught texts with cultural content rather than "developmental" texts, much of the specific knowledge deficit of disadvantaged children could be overcome. Besides, children enjoy learning catalogues of information. It helps authenticate their membership in adult society.

It is true that many items of literate culture are arbitrary, but that does not make them dispensable. And though some items change from one generation to another, stability—not change—is the chief characteristic of cultural literacy.

The more stable elements of our national vocabulary—such as George Washington, the tooth fairy, the Gettysburg Address, Hamlet, and the Declaration of Independence—have persisted for a long time. In the appendix to this book, two colleagues and I have made a provisional list of more than 4,000 such items that literate Americans tend to know. Such elements of the national vocabulary are at the core of cultural literacy, and for that reason are the most important contents of schooling."

Baudelaire
Bavaria
Bay of Biscay
Bay of Pigs
bayou
bear market
beat about the bush
Beatitudes (text)
Beatles, the
beaucoup
Beauty and the Beast
Beauty's but skin deep.
bee in one's bonnet
Beethoven, Ludwig van
Beggars can't be choosers.
beginning, In the
beg the question
behaviorism
Belfast
Belgium
Belgrade
Bell, Alexander Graham
belles lettres
Bergen
Bering Sea
Berkeley, California
Berkshire hills
Berlin, Irving
Berlin
Berlin Wall
Bermuda
Bernhardt, Sarah
best things in life are free, The
bete noire
Bethlehem
Better late than never.
Better safe than sorry.
Beverly Hills, California
Beware the ides of March.
Bible Belt
bibliography
bicameral legislature
big bad wolf
big bang theory
Big Ben
big board
Big Brother
big business
Big Dipper
bigger they come the harder they fall, The
big-stick diplomacy
bilateralism
Bill of Rights
Billy the Kid
biochemical pathways

E.D. Hirsch, Jr., is a professor of English at the University of Virginia. This material is adapted from his book Cultural Literacy: What Every American Needs To Know. *© 1987 Houghton Mifflin. Reprinted with permission.*

...Two NEA Members React:

Back to White Male European Culture?

The myth of the melting pot—or rather its exposure some 20 years ago—led to the celebration of multiethnic culture in the United States. Now comes E. D. Hirsch, defining cultural literacy—the facts every American should know—in terms heavily weighted toward the interests of white European males.

Does Hirsch's definition, for example, include the stories of those brought by slavery to our shores? No, the only minority contributions he includes are related to our mainstream culture, as he defines it. But American culture is dynamic. Each new wave of immigration brings traditions that pull America toward a global culture.

Grant and Lee *are* part of the American past, essential to understanding the American present. But if cultural literacy is confined to the limits Hirsch sets, those who have a different culture must acculturate. Which belittles their own culture.

Schools have always been used to transmit culture. Hirsch berates them for doing an inadequate job, asserting that much that's wrong with society can be traced to the way we teach reading. We stress process, he says, over content.

But Hirsch does not differentiate the stages of reading. Children take two or three years to master the basic process of reading—decoding the words on the page. After that, all their reading *is* "content-based."

Actually, what we fail to teach in the schools is not content-based reading, but *writing*. This "process skill," more than any other, helps children organize their thoughts and express ideas. Learning lists of information does nothing to develop problem-solving or metacognitive skills.

Process skills will be even more important in the future. Computers make the information explosion accessible to the generation now in school. In our world, finding and getting information are more important than knowing it.

Much of that information is cross-cultural. The shared knowledge, the shared assumptions that form a bond between author and writer, are increasingly multicultural. Every new generation must now redefine cultural literacy in its own terms. Hirsch's definition is narrow, limited, and culturally myopic.

Rosemarie Park, an associate professor of education at the University of Minnesota, teaches about adult literacy. A native of Great Britain, Park has been contributing to American culture since 1966, when she first came to the United States. She's been a U.S. citizen for the last three years.

...Or Forward with Memorized Facts?

Success—lest we in our ivory towers overlook it—is what learning is all about. And successful learning is directly related to *a priori* knowledge. To remedy the lack of such knowledge, E. D. Hirsch suggests that we drill elementary schoolers in what he calls "cultural literacy": facts we agree all Americans should know.

I concur wholeheartedly. Excellent educators in rural areas, where the lack of worldly knowledge is common (and where I myself teach), have been doing such drills for years. But that in no way detracts from the importance of Hirsch's message. For Hirsch is asking for a major change not only in American education but also—by implication—in the way most Americans think.

Most American educators make creativity the first of the four steps in their teaching sequence. They try to rouse enthusiasm for the topic (any topic), to *be creative* with their students. Then they get students to *conceptualize* the big picture, next to *familiarize* themselves with key components, and finally to *memorize* real facts. *In that order.*

This sequence reveals a modern viewpoint, that a wrong turn here or there is not serious as long as one is enthusiastic and creative. I suspect our pioneering forefathers didn't think that way—at least not the ones who survived.

I know for a fact it's not the way my Eskimo students think. There is no room for error in the outback or the Arctic. "Be sure you're right," Daniel Boone advised, "then go ahead." Hirsch's philosophy is really a rural philosophy that city educators should embrace.

Any Eskimo boy learning to hunt applies it naturally. He *memorizes* the way his father hunts, *familiarizes* himself with his tools, *conceptualizes* about why certain animals are available for harvest during certain times of the year, and then, after years of experience, he *may become creative. In that order.*

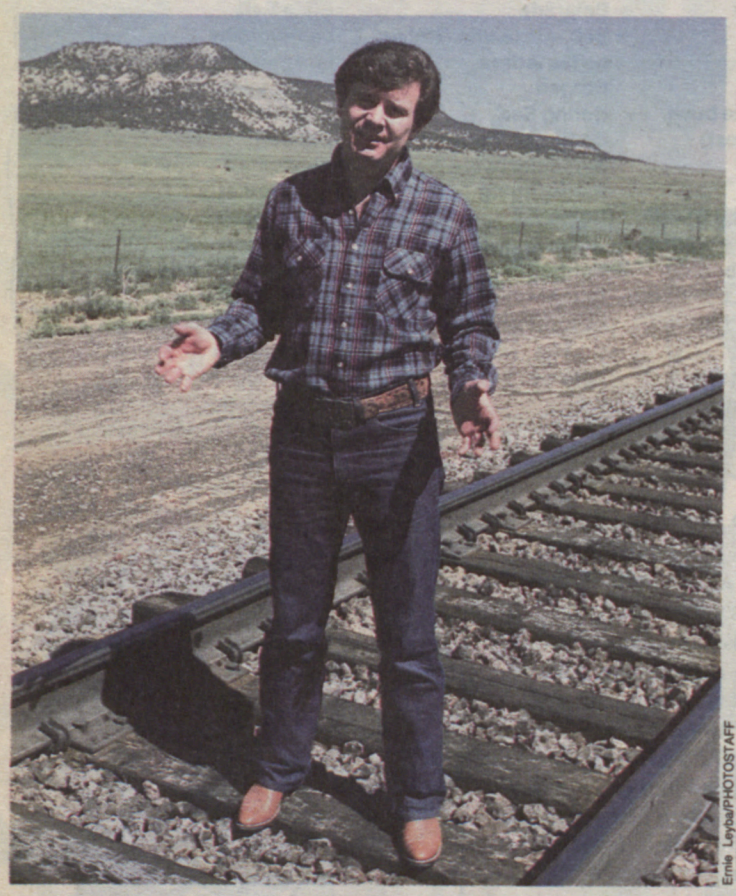
Out on the ice with a wind chill of 80 below, there is no margin for error. The Eskimo analyzes, using a wealth of *a priori* knowledge, and then acts.

We're all out on the ice, in a way. We can no longer afford the shortsighted, try-again philosophy that resulted in Hiroshima, Challenger, and Chernobyl.

E. D. Hirsch's approach is not just for elementary schoolchildren, but for all grades. And all peoples. □

George Guthridge teaches social studies in the tiny Yupik-Eskimo village of Gambell, Alaska. Using his method of Reversed Instruction, Guthridge's students have won three national academic Future Problem-Solving championships. His newest fiction is Solomon's Song, *forthcoming from St. Martin's.*

People


Ernie Leyba/PHOTOSTAFF

In 1914 near this railroad track in Ludlow, Colo., 15 women and children died in what labor history calls the Ludlow Massacre.

Some 70 years later, Association member **Silvio Caputo**, an English teacher in nearby Pueblo, wrote a novel about it, *The Death of Spring*.*

The victims, Caputo explains, were relatives of Italian immigrant coalminers on strike for a union shop. Shots from the coal company's "militia" started the tent fire that caused their deaths.

The grandson of miners, Caputo says "the most remarkable thing I learned is that though historians may research all the right numbers, the people who were there—I interviewed many survivors—are the only ones who can tell you what it was really like." □

** $10.95, plus $1.75 for postage and handling, from Ashley Books, 30 Main St., Port Washington, NY 11050.*

Joe Di Dio

Joe Di Dio

Mention the Iliad, the Odyssey, or the Aeneid to any fifth grader in Missourian **Jayne Hanlin's** class, and you'll start an intelligent discussion. Hanlin, a 17-year veteran at Spoede School in St. Louis County's Ladue district, believes the Greek and Roman epics have a definite place in today's elementary schools.

With a grant from the National Endowment for the Humanities, Hanlin and 39 other elementary teachers from across the country developed an elementary classics curriculum in four weeks last summer at the Aeneid Institute at Miami University in Ohio.

Beyond just teaching the classics in translated or children's versions, Hanlin has introduced her fifth graders to the study of Latin—much to their enthusiasm.

Gary Bohn

"They love it," Hanlin says. "I teach 'conversational Latin' and the culture of Roman civilization. The children become familiar with the gladiators, the Roman baths—things we never learned even in high school Latin."

The ancient world and today's high technology coexist happily in Hanlin's suburban classroom. Students have used their Apple IIe's to create animations of the Trojan Horse—and to write books of poetry based on classical mythology. □

Forget Cosby and *Family Ties*. When it comes to TV shows, most of the 500 students at Kettering Elementary in Upper Marlboro, Md., have a more personal favorite—the school's own daily news broadcast on student station WKES.

Led by media specialist **Joan Ellis** (*left*) and reading teacher **Ann St. Hillaire**, the eight third through sixth graders who make up the show's staff for the month decide program content, write scripts, operate video equipment, and deliver the news live. A typical 10-minute broadcast might feature new students, class members displaying their work and singing songs, the principal congratulating outstanding students, a "lost and found" segment, even a weather report.

After the program airs in each classroom, students on the WKES staff review the videotape and critique their work.

"Sometimes weather persons point in the wrong direction," notes Ellis, "and sometimes announcers mispronounce words, but they learn that everyone makes mistakes. Just talking about theirs helps them improve." □

Students in Altavista, Va., are off and running again. They're members of Moseley Heights Elementary School's 25-Mile Club, organized a year ago by physical education teacher **Louise Phillips** to help some 70 youngsters who arrive at school early put their time and energy to good use.

"As soon as the bus lets them off, the kids start running 1/9-mile laps around the blacktop area," Phillips reports. "The goal is for each to run 25 miles over one or both seasonal sessions (September-October and April-June)."

Last year the students averaged 45-50 miles apiece, and one ran 108 miles. An end-of-the-school-year ceremony honors all runners and includes awards for outstanding performances. □

Don Peterson

Fred Chardon

Virginia Coulter's fourth graders at Elm Park Community School in Worcester, Mass., knew little about New Mexico before last fall. Some believed people there spoke "Mexican" or Italian—as Coulter discovered when the *Albuquerque Journal*, observing the state's 75th anniversary, sent out a questionnaire.

Next, the Albuquerque Visitors Bureau sent a package of typical items—from sand paintings to pecans—to each student, followed by letters from fourth graders in Zuni Pueblo.

Coulter's students got enthusiastic. "There were kids in my class from all around the world," she notes. "They were sensitive to cultural differences, so they could understand the Zuni culture."

Laden with pictures, tapes, and gifts from her school for the Zuni students, Coulter set out last April for the Dowa Yallane school in Zuni, about 165 miles west of Albuquerque, with her husband, Bill (an NEA-Retired member, seen here visiting her classroom).

"That trip took us back 100 years," Coulter reports. "The streets aren't paved, and people bake in beehive ovens. But, too, the Zuni are great artists in silverwork.

"Outsiders hardly ever go to Zuni, and they gave us a tremendous welcome," she adds. "I've never been in a place where teachers are so revered." □

Bob Riha, Jr.

Business is booming in Leavitt Town—and **Lorraine Leavitt's** students are the consumers as well as the entrepreneurs.

Leavitt's fourth and fifth graders set up their own businesses, open bank accounts, rent storefronts from their teacher (the landlord), and price their goods according to the laws of supply and demand—all in their classroom at Newland Elementary in Huntington Beach, Calif.

Play money (Leavitt Town Dollars) changes hands at a furious pace as students cut deals—buying and selling food (*see photo*), baseball cards, comic books, stickers. Some businesses make money hand over fist; others fail.

Leavitt, the author of *Teaching Economics to Kids*,* has been developing her classroom economic model for the past seven years. Her students earn Leavitt Town Dollars for good grades, classroom service, and doing assignments on time.

"Leavitt Town is real hands-on, learning-by-doing," says Leavitt. An added benefit, she reports, is that children come to understand their parents' economic situation better.

"I've found that when kids understand economic realities," Leavitt concludes, "it builds ties between them and their parents." □

** $15 from Teaching Economics to Kids, 302 Onyx Ave., Newport Beach, CA 92662.*

Eleanor Higginbotham

David Barto's English students in Fairless Hills, Pa., can really appreciate the talents and backwoods wisdom of poet and essayist Henry David Thoreau.

Since 1975, this Pennsbury High School teacher and Association member has "become" Thoreau, acting the part in period costume, teaching students about Thoreau's life and works, and providing them with lasting impressions.

Barto says he's found four basic themes of Thoreau's philosophy he believes today's youngsters need to hear: "Develop a love of nature and what nature can do for you; live a simple life, avoiding the materialism of the world; follow your conscience and stand up for what you believe in; follow your dreams in spite of what others think."

Barto's Thoreau is known far beyond Pennsylvania. He's spoken to teachers and students in more than 10 states, and each summer for the last four years he's shown up at (where else?) Walden Pond in Massachusetts, where our photo was taken. □

Joe Di Dio

"Everyone deserves the best education possible, and I want to help children get that education," says **Kellie Wilfong**, winner in the preschool/elementary category of NEA's 1987 National Student Teaching Competition. Wilfong (*photo, second from right*), a June graduate of Ohio's Xavier University, won one of two $2,500 prizes.

Heidi Ilsen (*far left*), a graduate student at the University of Arizona at Tucson, led the junior high/secondary category. "I don't expect to find anything difficult in teaching," she says. "I've always found that difficulty doesn't enter into a task I truly enjoy."

Second-place winners were **Robin VanBelle** (*far right*), a graduate student at California State College in Bakersfield (preschool/elementary) and **William Hallinan** (*second from left*), a senior at Carroll College in Helena, Mont. (junior high/secondary). Each received $1,250.

Some 200 students entered this year's contest, open to all NEA student members. Members of the NEA Board of Directors judged the 11 finalists as each taught a half-hour lesson in a suburban Washington, D.C., school.

"This year's winners have what it takes to become excellent teachers: command of their subject matter, great teaching skills, compassion, dedication, and patience," commented NEA President Mary Hatwood Futrell. □

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INTERNATIONAL

Peace Corps Partnership Links Schools

Sharing Childhood Across an Ocean

They "wrote the book" on growing up in the western United States. A group of gifted fourth, fifth, and sixth graders in Loveland, Colo., painstakingly composed 60 lavishly illustrated pages on everything from solar energy to tic-tac-toe. Their readership: book-starved children in 25 Gambian schools involved in the Peace Corps Partnership Program (*see box*).

Groups of returned Peace Corps volunteers often fund projects listed by the Partnership Program, and the Returned Peace Corps Volunteers (RPCVs) of Fort Collins (home of Colorado State University) are no exception.

About three years ago this group began a project supporting the production of relevant English and science materials—with examples and pictures familiar to the children—for elementary schools in The Gambia, West Africa. Early in 1985 they decided to involve students in the nearby Loveland schools.

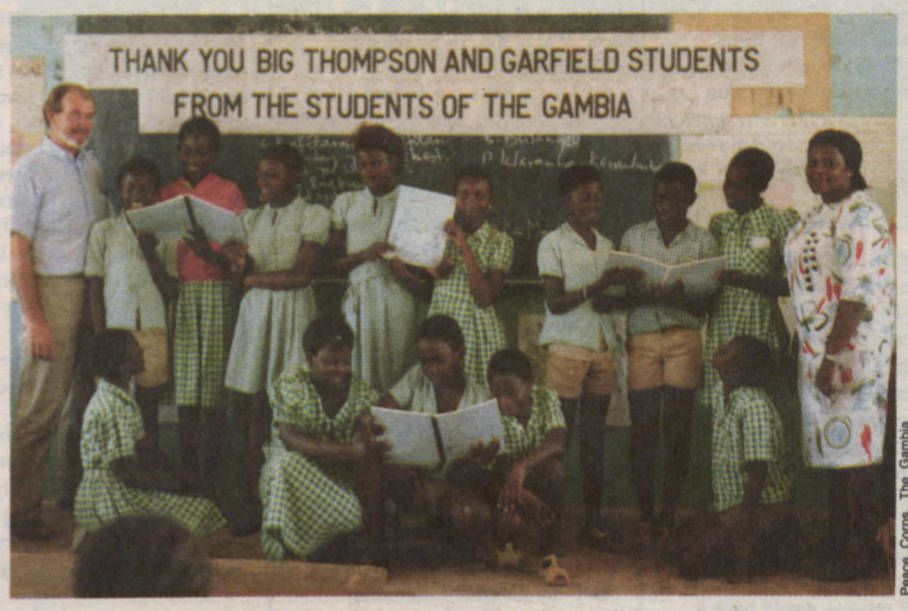
Gifted students in Andrea Cordano's pullout program at Big Thompson and Garfield Elementary Schools were already interested in the developing countries in Africa. Interest turned to excitement when letters began arriving from two schools in The Gambia.

"The first letters we wrote back were about things we have in common," Cordano says. "I didn't want to start out by emphasizing the differences... although differences are to be appreciated, too.

"Colorado State has lots of foreign students," Cordano adds, "so I brought Gambian students—and also returned Peace Corps volunteers—into my classroom to talk about the country. That gave the kids a pretty good idea of what kind of place it is."

After a spring and summer of exchanging letters, by fall 1985 Cordano's students were ready to take the exchange farther. In what direction? The answer was obvious.

"The Gambian students needed books," Cordano says, "so we wrote them a book! The kids worked hard. It was a real challenge for them to break down elements of American culture they took for granted and explain them for their African friends.



Peace Corps, The Gambia

A group of Gambian students gather to thank two Colorado schools for writing them a book.

Cordano: "Through defining our culture, students learned about others."

"We spent a lot of time talking about what children like in a book—that's why ours has so many pictures. And each student picked a favorite subject to write about—that explains the vividness of the writing."

All winter Cordano's students worked on the text and illustrations, and in January 1986 the first draft was ready. The students held a contest for the best cover design. Then the book was printed, in a limited edition of 25 copies: one for each of the schools in the Gambian project.

The giving wasn't all west-to-east. In the summer of 1986, as the students continued to exchange letters, presents arrived from The Gambia: a dress, a musical instrument, a slingshot.

A year later, the project is still growing. Students in three more Loveland schools are now writing letters to Gambian pen pals, bringing the total from 25 to 85 American youngsters. More copies of the book are being printed and sent across the Atlantic, and students have begun to talk about a sequel.

And what are they learning? First of all, they're exploring what West Africans and American Westerners have in common—and, equally interesting, what they don't.

Beyond that, Cordano says, a major goal is to give the students an appreciation of life in West Africa. They also come to appreciate children's drive for learning in a country where maybe at most one youngster in six is able to go to school.

"But, more than anything," says Cordano, "they're getting a worldwide view and understanding of life—a perspective. That's really important: these kids are going to be making policy some day."

—Jane Power

To Become a Partner...

Almost as soon as Peace Corps volunteers started dispersing themselves around the world some 25 years ago, they started noticing that often one thing—a well, a fence, a generator, a building—could make a great difference in the life of the community where they were working. Very soon, the Partnership Program was set up to share the costs of these purchases, matching sponsors in this country with communities overseas.

Through the Partnership Program, the community where a Peace Corps volunteer is working commits itself to provide at least a fourth of the resources needed—maybe in labor, maybe in land, maybe in raw materials—for the project it wants. Any U.S. sponsor—a club, a foundation, a corporation, a school or class—that in turn comes up with at least a fourth of the resources for the project (several institutions sometimes share a project) is eligible for a cultural exchange. Often an institutional donor not only gives the money for the project but offers its cultural exchange to a school.

NEA members and their students across the country—from Alexandria, Va., to suburban St. Louis, Mo., to Coalinga, Calif.—have become Peace Corps Partners with classes overseas. To find out more about how the program works and how your class can take part, call toll-free 800/424-8580, ext. 227.

—J.P.

YOU AND YOUR RETIREMENT

Congress Likely To Expand Medicare

It's taken a long time, but several bills that address the nation's health care crisis have finally moved off the back burner and are making their way through the 100th Congress.

The elderly and poor are among those hardest hit financially when illness strikes, but as health care costs continue to soar, all Americans run the risk of financial ruin from catastrophic or chronic illness.

NEA lobbyists believe some form of catastrophic health care coverage is likely to become law by the end of the current Congress. The bill that's progressed the farthest is H.R. 2470, passed by the House of Representatives in July. It's a compromise bill, sponsored by Rep. Pete Stark (D-Calif.).

Among the provisions of the Stark legislation:

► Out-of-pocket expenses for hospital and doctor care would be limited to $1,800 annually for Medicare patients. Currently, there is no cap. The annual deductible would remain at $520, increasing to $544 in 1988 and $580 in 1989.

► Medicare coverage for hospital care—now capped at 60 days—would be unlimited after one co-payment per year.

► Medicare would pay 80 percent of prescription drug costs beyond an annual deductible of $500. Currently, Medicare does not cover such costs.

► Medicare coverage for a stay in a skilled nursing facility, now capped at 100 days, would be extended to 150 days, with the patient's co-insurance limited to 20 percent of the average cost of the care for the first seven days only.

► Medicare coverage for hospice care, previously limited to 210 days, would be unlimited if a doctor certifies a patient as terminally ill.

► State Medicaid systems would be required to pay the Medicare premium, deductibles, and co-payments for persons with incomes below the poverty line.

► A 15-member bipartisan congressional commission would make recommendations on improving access for all Americans to comprehensive health care services, including long-term care for the elderly and disabled.

The Stark bill calls for consumers to foot the costs of the Medicare expansion through higher premiums, which would be levied on those elderly with higher incomes.

"This legislation offers some major improvements," observes NEA-Retired President Joseph Westbrook. "It doesn't address some critical needs. Most importantly, we believe firmly that financing should come from general revenues—not additional premiums that consumers must pay.

"Many of our health care concerns—such as long-term home care, nursing home standards, and comprehensive health care for all Americans—will not be addressed by the Stark bill," Westbrook adds. "It's a beginning, but we've got a lot of work to do."

It's been largely due to the efforts of NEA-Retired members and the Save Our Security Coalition that health care legislation has started to move through Congress at all. As we go to press, NEA, the National Health Care Campaign, and the Coalition are lobbying Congress to make needed improvements in the Stark bill.

Overwhelming congressional concern about the budget deficit presents the greatest stumbling block to fairer financing of catastrophic health insurance—as well as to extending its protections to all Americans. But, as Westbrook points out, there's no greater investment Congress can make than in improving the health of our nation's citizens.

—Marian Clayton

Letters

Breaking $40,000

I enjoyed the June cover story on salary breakthroughs. I am a learning consultant on a child study team working for the Newark, N.J., board of education. My salary will be $41,223 in September (top level—we get a higher rate of pay than teachers).

My husband, who has a Ph.D. in English literature, is desperately trying to find a job in his field—and meanwhile is teaching developmental reading to freshmen at a private college in Jersey City. His base pay this September will be *$21,000.* It does not seem fair!

I know there is little call for English professors because there are so few English majors, but I just wanted you to know, besides all of the other low teachers' salaries, those who work in higher education really pay for the glory of being called "Prof."

Mary J. Castellitto
Denville, New Jersey

I glanced at your June publication, which I usually disregard as you disregard us. I belong to the unsung heroes called "nonteaching personnel." While teachers leave for home before 3 p.m., we work until 4 or 4:30 p.m. In June while they go on vacation, we are working all summer to ensure that they have accurate records, class lists, books, etc., to start the new term.

Your cover story states, "Association efforts at all levels are starting to pay off." I do not believe you extended any efforts for the guidance secretaries and other school personnel who are there to make teaching possible.

I have taken college credits, but I do not get additional salary as teachers do. I have been in my school district for 17 years and have just reached the $20,000 level.

Please, NEA, remember us at other times than dues collection time.

Hermina Levenberg
Lynbrook, New York

Averages Misleading

Your June StateSide story, "Teacher Pay Average Up 5.9 Percent" was malconceived, misleading, and provided a powerful tool for any anti-education, anti-tax groups.

Publicizing *average* pay misleads the public since it includes raises due to step increases based on further education and time in service. Using this base, a state that had a large layoff and a minimum number of retirees would have a huge increase in *average* pay.

The state of Washington, like many others, has a large number of teachers with 20 or more years of service who are at the high end of the salary index. Our local newspaper immediately used NEA's "average salary" figure of $27,527 for Washington teachers in an editorial about how lucrative the teaching profession is. The state legislature was able to give teachers a big 2.1 percent increase despite this kind of pressure.

It would be more helpful if you would publicize starting wages, or wages after five years of service and six years of college, or something of that nature.

Chuck Fletcher
Olympia, Washington

Hyperactivity and Diet

Your article on the Feingold diet ("Research Clues," June) is based upon information that is more than a decade old and has long been obsolete.

The Feingold program of 1987 is easy to use, highly effective, and includes a wide selection of prepared and convenience foods. . .even junk foods!

The article also fails to mention the most recent study on food additives and hyperactivity—the Egger double-blind study, which is highly supportive of the Feingold concept.

Your readers can request a copy of our Teacher's Packet (which includes a brand name list of snack foods) by writing to FAUS, P.O. Box 6550, Alexandria, VA 22306, or by phoning (703) 768-FAUS.

Jane Hersey
Executive Director
The Feingold Association of the U.S.

Congratulations to *NEA Today* for its accurate article on the Feingold diet. You have correctly reported that controlled scientific studies do *not* support the hypothesis that diet is an important determinant in childhood hyperactivity (attention deficit disorder).

The belief that "bad behavior" is the product of improper diet is still being promoted widely. This belief, rejected as unfounded by the consensus of scientifically trained health professionals, is accepted as "fact" by the public and many educators.

Educators should join with nutrition/health professionals to encourage dietary improvements based on established information. Dietary changes based on popular but erroneous beliefs are unjustified and can carry considerable risk to physical and social health.

Helene Swenerton, Ph.D.
Department of Nutrition
University of California at Davis

Leaves Miss the Boat

Although Hilda Thompson's "Leave Students To Get Acquainted" (Idea Exchange, June) was an interesting project, it was unfortunate that she felt she needed to copy stylized autumn leaves for her students.

She had a classroom full of artists who could have created their own personal leaves, especially if she had combined a science lesson about differences and similarities of leaves. More teachers, administrators, and parents need not only to read the article "Art: It's Basic" elsewhere in the June issue, but to take it to heart and put it into practice.

Barbara Hoffman
Carmichael, California

Live Where You Work?

Ann Huntoon (Debate, June) argues that mandating teachers to live in the community where they teach is a "violation of civil rights"...and "negates freedom of choice." Yet she feels that "certain public employees who provide essential services—like police officers and firefighters—should be required to work in the same municipality where they work."

This is a rather narrow, self-serving vision of civil rights and freedom of choice. In other words, because Ms. Huntoon is a teacher, *she* should enjoy freedom of choice, but as she is not a police officer or fire fighter, the issue of their civil rights is not of concern to her.

Irene O'Byrne
Sunnyvale, California

In rural areas, it is often impossible to live in the community where one is employed, expecially if you are half of a "teaching couple." Our community "needs new blood"...so says the superintendent.

Jean Swenson
Sumner, Iowa

Scabs in Homer

I felt I had to respond to James York's letter (May) regarding *NEA Today's* use of the word *scabs* to describe the pathetic characters who crossed our picket line for several months in Homer.

Perhaps Mr. York is unaware that the term *scabs* was first coined by union members not because scabs are ugly blemishes (even though they are), but because they were outsiders who worked for employers during strikes. Like real scabs, these employees temporarily covered the wounds caused by a strike. When the strike was over and the true healing process had begun, the scabs would disappear.

One must doubt the sincerity of the scabs who claim to be dedicated to education for several reasons. They are betraying their colleagues who are standing up for their principles and what they believe in. None of these scabs had been interested in substituting in Homer when the pay was only $40 a day; *none* of our regular substitutes worked during the strike.

If no one had been available to scab the building, the strike would most likely have been settled in just a few weeks. Instead, the individuals who worked as scabs helped our school board prolong the strike, and therefore the suffering.

Regina R. Woontner
Urbana, Illinois

Competency Testing

I just finished reading "The Fad That Faded" (May). If the teacher competency test is a fading fad, I hope it fades slowly in Georgia.

About four years ago, I took my first TCT in Media Services. I was insulted by the elementary nature of the questions and resented the test.

Last fall I took the TCT in Middle Grades because I wanted to add that to my certification. I had a score of 70 on the science section (I have never taught science) and above an 86 on everything else. How a college graduate could fail this test three times is beyond me. And yet, we have lost six or seven teachers this year alone who could not pass the test.

If they do not know even the basic information that this test tests, then they do not need to be in the classroom.

Reid Sisk
Augusta, Georgia

Nurses and M.E.D.

I was pleased to see "What Teachers Should Know About Middle Ear Dysfunction" (May). Being a school nurse, I was disappointed that the school nurse was not mentioned in the article as a key member of the "team." In Pennsylvania, the school nurse is usually the initial person making the referral through audiograms, ear infection history, and other assessment techniques.

Rita Eddy
Friendsville, Pa.

In Illinois, school nurses are trained by the state to perform hearing screenings. Although we do not have a tympanometry machine, we do find a number of students who have M.E.D. We notify the teacher and parent. They are referred so they can obtain follow-up testing and treatment. Some children are frequently retested if they continue to have problems.

Frances E. Lock, R.N.
Oak Park, Illinois

What's *your* opinion? NEA members are cordially invited to use this page to exchange ideas with their colleagues around the nation. We reserve the right to edit letters for length. Address correspondence to "Letters," NEA Today, 1201 16th St., N.W., Washington, DC 20036.

MISSING CHILDREN

The children pictured here have disappeared from their homes. They've been reported to NEA by the National Center for Missing and Exploited Children, a nonprofit organization funded through the U.S. Department of Justice.

If you think you've seen any of these youngsters, please contact the Center immediately at **800/843-5678.**

Paul Baker
Born: 6/29/83
Last seen: 3/5/87 in Beaufort, S.C.
3', 39 lbs., blue eyes, blond hair.

Jeremy Doland Bright
Born: 5/25/72
Last seen: 8/14/86 in Myrtle Point, Oregon.
6', 140 lbs., green eyes, brown hair.

Carol Ann Felger
Born: 6/17/79
Last seen: 5/14/87 in Conneaut, Ohio.
4', 60 lbs., blue eyes, brown hair, skin graft scars on left arm and hip; cerebral palsy affects her right side.

Catrina Renee Jackson
Born: 2/11/73
Last seen: 5/29/86 in Sylvania, Ga.
5'3", 140 lbs., hazel eyes, brown hair, pierced ears, numerous moles on her back.

Cheyella Rainbow Nielsen
Born: 8/12/70
Last seen: 10/4/86 in Durango, Colo.
5'5", 125 lbs., brown eyes, red hair.

Debate

Joe Di Dio

Should districts ban smoking by everyone on school premises?

Question Debated by NEA Delegates

Delegates to the 1987 NEA Representative Assembly passed a new business item that urges local school boards to outlaw smoking or possession of tobacco products by students on school premises. Some delegates tried to amend the NBI to outlaw use of tobacco by *anyone* in public schools. This amendment did *not* pass.

Joe Di Dio

Vera Hylsky, a fourth grade teacher at Longfellow Elementary School in Idaho Falls, Idaho, is president-elect of the Idaho Falls Education Association. Hylsky was a delegate to the 1987 NEA Representative Assembly.

Blossom Lippman, a social studies teacher at Sewanhaka High School in Floral Park, N.Y., is president of NEA-New York's Sewanhaka Federation of Teachers. Lippman also served as a delegate to the 1987 NEA Representative Assembly.

YES

Don't tell me about the right of teachers to cloud fresh schoolrooms with stale tobacco odors. Research shows that secondary smoke—exhaled by smokers, unwittingly inhaled by nonsmokers—can be as harmful as primary smoke.

The 1986 report of the Surgeon General concludes that involuntary smoke causes diseases—including lung cancer—in otherwise healthy nonsmokers and contributes to respiratory problems, such as pneumonia and bronchitis, in young children.

The report adds that the simple separation of smokers from nonsmokers within the same airspace does *not* eliminate exposure of nonsmokers to environmental tobacco smoke. Secondary smoke in public places poisons the air for all of us.

A recent national survey found that 75 percent of smoking workers and 87 percent of nonsmoking employees favored either designated smoking areas or a total ban on smoking at work. The growing ranks of irate nonsmokers—in airplanes, restaurants, and public buildings—are behind new bans against this unnecessary pollutant.

More and more private firms, from the Boeing Corporation to Sentry Insurance Company, have worked to make their workplaces almost completely smoke-free.

Recent legislation passed by the U.S. House of Representatives would eliminate smoking on flights of two hours or less. And many states have taken steps to curtail or prohibit smoking in indoor cultural and recreational facilities such as libraries, museums, theatres, galleries, arenas, and auditoriums.

My smoking colleagues in education contend that restricting smoking to the staff lounge is good enough—why ban it entirely? But the lounge then becomes an impossibly smoky retreat shunned by nonsmokers. And frequently the odor of cigarette smoke from the lounge is apparent to anyone—including impressionable students—walking down the hallways.

Adults have enormous influence on the behavior of children and teens. A major factor motivating youngsters to smoke is knowing that the authority figures they look up to smoke. It's hypocritical for teachers to frown on student smoking, or to teach tobacco and drug abuse units, and then turn around and use one of these substances on school property.

The first step to achieving a smoke-free school environment is for school employees to acknowlege their role in the shaping of youthful attitudes toward smoking. The next step is for them to quit smoking—at least while on the job.

NO

Forbidding teachers and other staff from smoking in school buildings is an invasion of their privacy and a violation of their civil liberties. For NEA to support regulations forbidding a legal activity that remains a source of enjoyment to many would be repressive.

For one thing, public schools are already almost totally smoke-free. You can't smoke in the halls, and adult smokers are confined to a designated area. Reserving at least one small retreat on school premises for smokers is a way of acknowledging that smokers—who make up close to a third of the adult population—have a right to indulge in a habit they find enjoyable.

Because of the addictive qualities of nicotine, it can be physically excruciating for a smoker to survive the day without a smoke. And with the stresses and anxieties inherent in working in our schools, cigarettes provide a much-longed-for source of satisfaction and pleasure. What are school employees supposed to do—hide behind the gym and sneak a puff between classes?

I know the argument that teachers who smoke set a bad example to their students. When most of us think back to our school days, we have no memory of teachers who smoked. That's because smoking wasn't—and still isn't—done in front of students.

Besides, today's students know that teachers do lots of things that are their own business, which students just don't have to do until they're older.

Forbidding teachers to smoke on school premises sounds like we're going back to the days when you couldn't use lipstick or date because you were a teacher. Do the anti-smokers want to reinstitute a dress code for teachers so they can be models for their students? Isn't it far better to concentrate on doing our jobs well and stay away from dictating private behavior?

In my school we used to vote on whether to allow smoking in the teachers' cafeteria. Even in the days when a majority of teachers smoked, we always voted *not* to allow it, as a courtesy to nonsmokers. But if a school board tried to take away my right to smoke *anywhere* in the building, I'd call it a unilateral change in working conditions, and file a grievance.

In fact, I already did. Several years ago, as the number of smokers declined, the chair of my department—a nonsmoker—forbade smoking in the department office. I brought a grievance against him, and I won!

Smokers need to remember that we do have rights. We must fight anti-smoking biases before our workplaces become as sterile as the ashtrays we'll no longer require. □

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THE FACTS ABOUT AIDS

A Special Guide for NEA Members

The Health Information Network

A Special Guide for NEA Members from the Health Information Network

suggestions on keeping your community "drug aware." For

As Raffi notes on his book jackets, "The repetition and

The Facts About AIDS and "Principles of Education and Behavioral Change," mailed to every member of the National Education Association as an insert in the September 1987 issue of *NEA Today*, is a special publication from the Health Information Network. The Network brings together the NEA, the U.S. Public Health Service, the National Association of School Nurses, Merrell Dow Pharmaceuticals Inc., and senior medical and academic professionals in cooperative efforts to provide teachers and other school employees the facts they need to help students—and their communities—understand the behaviors that increase the risk of disease and threaten lives. Over the coming year and beyond, the Network will produce and disseminate a wide variety of information on subjects such as tobacco, attention deficit and eating disorders, and allergies, focusing on the behaviors and lifestyles that put people at risk.

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Public Health Service
Office of the Surgeon General
Rockville MD 20857

To National Education Association Members:

AIDS is a life-threatening disease and a major public health issue. Its impact on our society is and will continue to be devastating. AIDS is, however, preventable. Like other serious diseases confronting Americans today, the prevention of AIDS depends on what people know about behaviors that increase risk and how they choose to behave.

Reliable information about risk is essential. By itself, however, this information is seldom sufficient to change behavior. Effective health education demands not only accurate scientific information, but effective teaching strategies and the creation of a community consensus on the importance of encouraging behavioral change.

Teachers have a significant role to play in the health education process. If preventive programs are to be most effective, they must be instituted before behavior that creates risk begins. America's teachers make up the only professional, national, educated, dispersed network that can reach young people before they begin these behaviors. In collaboration with public health workers and others in their communities, teachers can play a key role in helping to prevent the spread of AIDS and the development of other serious health problems.

The National Education Association is to be commended for providing the current and accurate information in "The Facts About AIDS" to its members and for its commitment to providing important new information as it becomes available.

C. Everett Koop, M.D.
Surgeon General

THE SPREAD OF AIDS

Proper information and education can prevent thousands of deaths from Acquired Immune Deficiency Syndrome (AIDS).

AIDS was first reported in the United States in mid-1981. Since that time, the Public Health Service has received reports of more than 40,000 adults and 500 children who have contracted AIDS. More than half of these have died. No cure as yet exists. And AIDS is expected to claim increasing numbers of lives.

An estimated 1.5 million people have been infected by the virus that causes AIDS, but many have no symptoms. Current research indicates that at least a third of those infected may develop AIDS within a six-year period. By 1992, authorities project that 270,000 persons will have developed AIDS, and 180,000 will have died. In 1991 alone, a predicted 54,000 persons with AIDS will die.

Fighting AIDS has been designated the number one priority of the U.S. Public Health Service. Researchers in the Service and in many major medical institutions have been working since 1981 to understand AIDS, identify its cause, and develop treatments and preventive measures. These efforts have generated a substantial body of knowledge about the nature of the AIDS virus and how it is transmitted.

Curative treatment or preventive vaccine is likely to take years to develop. Our most effective weapon against both AIDS and the fear of AIDS will be—for years to come—our understanding of how the virus is spread. For this reason it is vitally important for all of us to understand what is known about this deadly disease. It is especially important that educators have complete and accurate information about AIDS.

This booklet offers current information about the risk of infection from the AIDS virus, how infection can best be prevented, the diagnosis and treatment of AIDS, and the nature of the AIDS virus.

WHAT IS AIDS?

AIDS is a serious condition characterized by a defect in an individual's natural immunity against disease. AIDS is caused by a virus that attacks the white blood cells that help protect the body from infections. The AIDS virus is now called the Human Immunodeficiency Virus (HIV).

People with AIDS are vulnerable to serious illnesses that are not a threat to those whose immune system is functioning normally. Among the illnesses that become life-threatening to AIDS-infected persons are infections caused by certain bacteria, funguses, viruses, protozoa (one-celled parasites), and some forms of cancer. These illnesses are called "opportunistic": they take the opportunity to attack when natural immunity is weakened. The unexpected presence of such illnesses in groups of young men in 1981 first led to the recognition of AIDS by public health workers.

People infected with the AIDS virus who have no symptoms may nonetheless spread the virus to others through unprotected sexual contact, sharing of intravenous (IV) needles, and transmission during pregnancy or childbirth. Other infected persons may have chronic symptoms such as fever, weight loss, diarrhea, or swollen lymph glands. Such symptoms are sometimes called the AIDS Related Complex (ARC). In one

study of persons infected with the AIDS virus, over a period of six years 30 percent developed AIDS, 22 percent developed swollen lymph nodes, 27 percent developed other chronic symptoms, and 21 percent remained free of symptoms.

HOW IS THE AIDS VIRUS TRANSMITTED?

The AIDS virus is transmitted by certain behaviors. In an infected person, virus present in semen and vaginal fluid can be passed to others by intimate sexual contact. Virus in the blood can be passed to others by sharing IV needles contaminated with blood, or can be transmitted from the mother to a fetus during pregnancy. The AIDS virus is not transmitted by any form of casual, nonsexual contact.

SEXUAL TRANSMISSION

The AIDS virus can be passed from infected men to women and from infected women to men through vaginal intercourse (penis in vagina). The virus can also be passed from infected men to other men, principally through anal intercourse (where the penis is inserted in the rectum).

Sexual practices that cause small, often invisible tears in the vagina, penis, or rectum may increase the likelihood of transmission. This fact may explain why anal intercourse, whether involving men or women, greatly increases the risk of transmitting the AIDS virus.

Scientists do not yet fully understand how the virus gets into the bloodstream during sexual intercourse. But they believe the presence of other infections of the penis, rectum, vagina, or cervix (the canal which leads into the uterus, or womb) may be a factor.

Some studies suggest that the AIDS virus may be transmitted more readily from men to women than from women to men. Some sexual partners of persons infected with the AIDS virus have not been infected despite repeated exposure. There is no definitive evidence that the virus is transmitted through oral sex (contact between the penis, vagina, or anus and the mouth), although this possibility cannot be ruled out.

The risk of being infected with the AIDS virus through sexual contact is greatly increased if a person has unprotected sexual contact with persons who share IV needles, with men who have sex with other men, or with prostitutes (many of whom use intravenous drugs). Persons who abstain from sexual relations, as well as couples who are not infected with the AIDS virus and who have sex only with each other, have no risk of infection through sexual transmission.

With virtually all sexually transmitted diseases, the more sexual partners a person has, the greater the risk of infection. The same holds true for AIDS. But for men who have sex with other men and for those who have sex with persons who share needles, even one new sexual partner greatly increases the probability of infection—unless protection is used. The reason: these populations already include a high number of individuals infected with the AIDS virus.

The regular use of latex condoms ("rubbers") can help prevent sexual transmission of the AIDS virus. The effectiveness of condoms may be enhanced if they are used together with nonoxynol-9, a spermicide that has been shown to kill the AIDS virus.

To provide protection, condoms must be used from *start to finish* and must be used *every time*. Condoms made of latex are preferred because the virus is less likely to pass through them. Using two condoms at the same time may also improve effectiveness.

Regular use of condoms can also prevent other sexually transmitted infections that appear to increase susceptability to the AIDS virus. But condoms may fail to protect against infection if they break or leak during contact.

TRANSMISSION FROM INJECTED BLOOD

Persons infected with the AIDS virus usually have large numbers of viral organisms present in their blood. Persons who share needles to inject substances into the bloodstream therefore greatly increase their chances of contracting AIDS.

Some studies of IV drug users show that as many as 60 percent have been infected with the AIDS virus. The sharing of needles in "shooting galleries" is especially dangerous, because many others may have used the same needle. Research also suggests that the use of unsterilized needles for medical injections may be responsible for the spread of the AIDS virus in certain African countries.

Before the discovery that the AIDS virus is found in the blood, a small number of people receiving blood transfusions or blood products (such as persons with hemophilia) were infected with the virus. Some have developed AIDS, accounting for 3 percent of all AIDS cases. Doctors and researchers are now able to detect antibodies to the AIDS virus in infected blood. And high-risk persons are no longer donating blood. The result is that blood and blood products are virtually free of the virus.

But individuals who received blood transfusions from 1978 to 1985 may wish to consult their physicians about having a blood test for antibodies to the AIDS virus, especially if they received multiple transfusions and were living in an area where AIDS is relatively common.

TRANSMISSION DURING PREGNANCY

A pregnant woman infected with the AIDS virus is highly likely to pass the virus to her unborn child, because of the close contact between the mother's bloodsteam and the infant's.

Children born with the AIDS virus are very likely to become seriously ill. For this reason, women at greater risk for having the AIDS virus are strongly urged to have a test for antibodies to the virus *before* considering pregnancy. Women at greater risk include those who share needles and those who have sex with IV drug users or with men who have sex with other men.

HOW THE AIDS VIRUS IS *NOT* TRANSMITTED

Compared to many other viruses, the AIDS virus is weak, fragile, and easily destroyed outside the body. Thus, it is transmitted *only* by sexual contact, introduction into the blood stream, or pregnancy.

AIDS is *not* transmitted by casual contact of any kind, including shaking hands, hugging, social kissing, crying, coughing, or sneezing. Nor is it transmitted from water in pools or baths, from food or beverages, or from sharing bed linens, towels, cups, dishes, straws, or other eating utensils.

You *cannot* get AIDS from toilets, doorknobs, telephones, office equipment, furniture, massages, or any other form of nonsexual contact. The virus is *not* transmitted through vomit, stool, or nasal secretions. Although the virus is also found in small amounts in tears and saliva, no documented cases of transmission from these fluids exist.

In addition, there is no evidence that the virus is transmitted by mosquito or other insect bites. (Unlike diseases that are transmitted by mosquitos, such as malaria and yellow fever, the AIDS virus does not infect the mosquitos' salivary glands.)

WHO IS AT GREATEST RISK FOR INFECTION WITH THE AIDS VIRUS?

The only ways of being infected by the AIDS virus are through sexual contact with infected persons, through the injection of infected blood, or through transmission from mother to child during pregnancy or birth. So the risk of infection is a function of *behavior*. It is *not* a function of genetics *or of sexual preference in itself*.

Men who have sex with men, for example, are more likely to be infected because of the greater frequency of two behaviors in

some individuals in this group: having multiple sexual partners (which increases the chance of getting infected and passing the disease to others) and practicing anal intercourse. Men who have sex with men presently make up 65 percent of all persons with AIDS. (An additional 8 percent of cases occur in men who both have sex with men and use IV drugs.)

Anal intercourse is believed to be more likely to transmit the AIDS virus because of the vulnerability of the rectal lining. Heterosexual couples who engage in anal intercourse are also at greater risk. The presence of inflammation due to other sexually transmitted diseases may also increase the risk of infection with the AIDS virus.

For IV drug users, it is the sharing of needles that increases risk of transmitting the AIDS virus. IV drug users make up 17 percent of persons with AIDS. A higher proportion of these cases occur in Blacks and Hispanics because sharing of needles among IV drug users is more common among Blacks and Hispanics than among Whites. Among heterosexual Blacks and Hispanics who do not use IV drugs or have sexual contact with IV drug users, the risk of AIDS is no higher than for the rest of the population. *That is because AIDS is transmitted by risky behavior, not risk groups.*

Most women who transmit AIDS to their children during pregnancy either use IV drugs or have sexual contact with IV users or with men who have sex with men.

The principle that must be kept in mind is that the incidence of AIDS is always a function of *specifically defined behavioral choices, not of genetic or physiological predispositions.* No group is inherently at risk, or inherently susceptible. But *any* group can *become* at risk if the members of the group choose behavioral patterns that are known to increase the susceptibility to AIDS. These facts must be kept firmly in mind if the following statistics are to be properly understood.

Race and Ethnicity of Persons with AIDS (U.S.)
(percentages are by row; some rows don't total 100% due to incomplete statistics on ethnicity)

	White	Black	Hispanic
Men who have sex with men	75%	15%	10%
IV drug users	19	51	30
Both of the above	65	22	13
Heterosexual cases*	14	72	13
Blood clotting disorders	86	5	7
Transfusion recipients	77	14	7
Undetermined	37	42	19
Children with AIDS	20	55	24

Gender of Persons with AIDS (U.S.)

	Male	Female
Men who have sex with men	100%	0%
IV drug users	79	21
Both of the above	100	0
Heterosexual cases*	48	52
Blood clotting disorders	98	2
Transfusion recipients	64	36
Undetermined	78	22
Children with AIDS	55	45

* Heterosexuals represent 4 percent of all AIDS cases in the U.S. Half of these cases are in persons from Africa or the West Indies. The other half are in persons who have had sexual contact with IV drug users, bisexual men, or recipients of infected blood products.

WHAT IS THE GEOGRAPHIC DISTRIBUTION OF REPORTED AIDS CASES?

AIDS cases have been reported from 50 states, the District of Columbia, Puerto Rico, and more than 100 other countries. The disease has been recognized by the World Health Organization as a worldwide epidemic.

Currently, about half of the cases in the U.S. are reported from New York State and California, followed by Florida, Texas, New Jersey, Illinois, Pennsylvania, Massachusetts, Georgia, and the District of Columbia. Over the next four years, it is projected that an increasing proportion of AIDS cases will be in states other than New York and California.

The cities where AIDS is most common are New York (28 percent of cases), San Francisco (10 percent), and Los Angeles (8 percent), followed by Houston, Washington, Miami, Newark, Chicago, Dallas, Philadelphia, and Boston.

IS AIDS SPREAD THROUGH CASUAL CONTACT?

AIDS is *not* spread by casual (nonsexual) contact. Casual contact with AIDS patients or persons who might be at risk for the illness does *not* place others at risk.

No cases have been found where AIDS or the AIDS virus has been transmitted by casual household contact with AIDS patients or infected persons. No cases of AIDS have occurred in persons whose only risk factor was casual contact with someone with AIDS. No family members or others living in close contact with adults or children with AIDS have been infected with the AIDS virus, despite kissing, hugging, sharing dishes, glasses, razors, or toothbrushes, or any other form of close but nonsexual contact.

Additional evidence that the AIDS virus is not spread by casual contact emerges from examining the 5-to-15-year-old population. In this age group, the very few cases of AIDS that have occurred have been due to known risk factors. If the AIDS virus were transmitted by casual contact, many more cases would be expected. The same argument applies to those over age 50.

Although the AIDS virus may be found in small quantities in saliva and tears, no cases of AIDS have resulted from exposure to these substances. Ambulance drivers, police, and firefighters who have assisted AIDS patients, even by mouth-to-mouth resuscitation, have not been infected.

Nurses, doctors, and health care personnel have not developed AIDS from caring for AIDS patients. In a group of 3,000 health care workers in the U.S. who have been studied, including 1,000 with puncture of the skin by needles contaminated with blood from AIDS patients, only one has developed antibodies to the AIDS virus (indicating infection). Three other health care workers with breaks in the skin and persistent exposure to the blood of AIDS patients have also developed antibodies.

Out of 1,800 dentists studied who did not use recommended precautions against exposure to blood, one (in New York City) has developed antibodies. Health workers have much more contact with patients than would be expected from common everyday contact. The fact that these workers have remained uninfected offers further evidence that the AIDS virus is not transmitted by casual contact.

HOW CAN AIDS BE PREVENTED?

AIDS can be prevented by stopping the passage of the virus from one person to another. Since the AIDS virus is transmitted by sexual contact or injection of contaminated blood, transmission can be prevented by eliminating direct sexual contact with infected persons and eliminating the use of contaminated needles.

The Public Health Service recommends the following steps for all persons to reduce their chances of becoming infected with the virus that causes AIDS:

- Recognize that abstinence or mutual monogamy is the best protection against sexual transmission of the AIDS virus.
- Do not have unprotected sex with multiple partners or with persons who have had multiple partners (including prostitutes). The more partners you have, the greater your risk of infection.
- Do not have unprotected sex with persons with AIDS, persons who have engaged in high-risk behavior, or persons who have a positive antibody test for the AIDS virus. If you do have sex with a person you think may be infected, protect yourself by using a latex condom from start to finish.
- Avoid sexual activities that could cause cuts or tears in the lining of the rectum, vagina, or penis, such as anal intercourse.
- Do not have sex with male or female prostitutes; drug abuse is common among prostitutes.
- Use condoms and spermicides to reduce the possibility of transmitting the virus.
- Do not use intravenous (IV) drugs. Do not share needles or syringes.

Infection with the AIDS virus through the medical use of blood or blood products is now being prevented by use of antibody screening tests at blood donor sites. In addition, members of high risk groups are not donating blood. And heat treatment of blood products now prevents infection in patients with hemophilia and other blood-clotting disorders.

There is as yet no vaccine for AIDS itself, and medical experts estimate that it will be at least several years before an effective vaccine is available. But there is good reason to believe that individuals can reduce their risk of infection with the AIDS virus by following the recommendations above.

Communities can help prevent AIDS by vigorous educational efforts, with special emphasis on educational activities for individuals most likely to engage in risky behaviors.

WHAT IS THE RISK FOR HETEROSEXUALS?

It is now very clear that the AIDS virus can be transmitted through vaginal intercourse from a man to a woman and a woman to a man. In one recent study of spouses of persons with AIDS, most spouses who did not abstain from intercourse or use condoms became infected with the AIDS virus even when only vaginal intercourse was practiced. For spouses not already infected, however, the use of condoms greatly reduced transmission.

Other evidence concerning heterosexual risk comes from studies in certain African countries where equal numbers of men and women have contracted AIDS. In these countries, heterosexual intercourse is believed to be a major factor in the spread of AIDS. Multiple sexual partners and contact with prostitutes appear to increase the risk of contracting the AIDS virus. Other factors that may account for the increased incidence of infection among heterosexuals in these countries include the transfusion of blood infected with the AIDS virus and the use of unsterilized needles for IV injections aimed to remedy common illnesses.

Sexual contact with prostitutes can significantly increase the risk of being infected with the AIDS virus. In a recent study of seven geographic areas in the United States, 11 percent of the prostitutes tested had evidence of infection with the AIDS virus, and in one area (northern New Jersey) 57 percent were infected. Of those with evidence of infection, 76 percent gave a history of IV drug use.

Current evidence strongly suggests that the presence of other sexually transmitted infections can increase the likelihood of contracting the AIDS virus. And these infections are common among prostitutes.

Four percent of all persons with AIDS are believed to have been infected through heterosexual contact with an infected person. About half of these cases involve persons from other countries (mainly in Africa) where the equal incidence of AIDS among men and women suggests heterosexual transmission. The other half consist almost exclusively of individuals who have been the sexual partners of bisexual men or IV drug users.

One fact indicates the increased difficulty of stemming the spread of AIDS: the number of new AIDS cases arising from heterosexual contact is increasing about one and a half times faster than the new cases in all other categories.

At present, nearly all persons who contracted AIDS through heterosexual contact are the sexual partners of IV drug users or of men who have sex with other men. But this pattern is likely to change unless sexual behavior changes.

Persons infected with the AIDS virus through heterosexual contact with someone in a risk group can set in motion a cycle of heterosexual transmission. In this way the virus can spread, like other sexually transmitted diseases, through all parts of society. Abstinence, monogamy, and the use of condoms are the only ways to prevent this from happening.

HOW DO CHILDREN GET AIDS?

There are currently more than 500 documented cases of AIDS in children under age 13. An estimated 3,000 more children have other serious illnesses resulting from the AIDS virus. And it's estimated that 3,000 additional infected children will be born in 1987.

Eighty percent of all children with AIDS were infected during pregnancy or at the time of delivery; 12 percent received transfusions of infected blood before the blood supply was protected; and 5 percent are hemophiliacs who were treated with blood products before the need to destroy the virus was known.

IS THERE DANGER OF A CHILD'S CONTRACTING AIDS FROM FRIENDS OR SCHOOLMATES?

No. The AIDS virus is difficult to catch, even among people at highest risk for the disease. No cases of AIDS are known or suspected to have been transmitted from one child to another in school, day care, or foster care settings.

Transmission would require direct exposure of a child's bloodstream to blood from an infected child.

The Public Health Service recommends that except in very unusual circumstances, children with AIDS "should be allowed to attend school and after-school day care and to be placed in a foster home in an unrestricted setting."

Each case should be evaluated separately, with individualized attention to the child and the setting. Decisions affecting the schooling of an AIDS-infected child should be made in the same way as decisions for any child having a special problem (such as cerebral palsy). Such decisions should be made by a team that includes the child's parents, teacher, physician, school board members, and local public health officials.

ADDITIONAL RECOMMENDATIONS FOR PERSONS AT INCREASED RISK OF AIDS VIRUS INFECTION

In addition to the recommendations for all persons, the Public Health Service recommends the following precautions for persons at increased risk for infection by the AIDS virus. The population that is especially at risk includes intravenous drug users and men who have sex with other men, as well as the sexual partners of persons in either of these groups.

The following recommendations are based on the fact that it is possible to carry the AIDS virus without knowing it and, as a result, to transmit it unwittingly to others.

- Consult your physician or public health department and/or local AIDS service organization for counseling. Consider taking the AIDS virus antibody test, which would enable you to know your status and take appropriate actions. This precaution is particularly important if knowing the result would change your behavior. Tests are available in most parts of the country on an anonymous or confidential basis at counseling and testing sites that can be identified by your local health department.
- During sexual activity, protect your partner from contact with the rectum, blood, and semen or vaginal fluids. Use a latex condom from start to finish.
- Do not donate blood, plasma, organs, sperm, or other body tissue.
- If you are a woman at increased risk, consider the risk to your baby before becoming pregnant. Remem-

ber that the AIDS virus is easily transmitted from an infected mother to her infant. Before becoming pregnant, you should take the AIDS antibody test. If you do become pregnant, you should consider testing during pregnancy.

ADDITIONAL RECOMMENDATIONS FOR PERSONS WITH A POSITIVE ANTIBODY TEST

In addition to the recommendations for persons at increased risk, the Public Health Service recommends the following additional steps for persons with positive results on the blood test for antibodies to the AIDS virus.

- Seek regular medical evaluation and follow-up.
- Either avoid sexual activity or inform your prospective partner of your antibody test results and protect him or her from contact during sex. Use a condom, and avoid sexual practices that may injure body tissues, such as anal intercourse.
- Inform your present and previous sex partners and any persons with whom you may have shared needles of their potential exposure to the AIDS virus. Encourage them to seek counseling and antibody testing from their physicians or from appropriate health clinics.
- Do not share items that could become contaminated with blood.
- If you use drugs, enroll in a drug treatment program. Needles and other drug equipment must never be shared.
- Clean blood off household or other surfaces with freshly diluted bleach—one part bleach to 10 parts water. (Do not use bleach on the body or on wounds.) Hot water and soap or other disinfectants may also be used.
- Inform your doctor, dentist, and eye doctor of your positive antibody status so they can take proper precautions to protect you and others.
- If you're a woman with a positive antibody test, avoid pregnancy because of the high risk of transmission to your baby.

HOW DOES AIDS COMPARE WITH OTHER SEXUALLY TRANSMITTED DISEASES?

The AIDS virus is only one of many infections transmitted by sexual contact. AIDS is much more serious than other sexually transmitted diseases, but it is actually less contagious.

Like AIDS, the frequency of many other sexual transmitted diseases has been increasing over the last few decades. Reported cases of gonorrhea more than tripled between 1965 and 1976. Between 1966 and 1984 the number of visits to physicians' offices for genital herpes increased sixteenfold; for vaginal infections, fivefold; and for genital warts, sixfold. Between 1956 and 1982 the number of cases of syphilis in men increased sixfold; congenital syphilis cases almost tripled between 1983 and 1986. Hospitalization rates for tubal infections in teenage girls more than doubled between 1970 and 1975. All social classes have been affected by these increases.

Like other sexually transmitted organisms, the AIDS virus is relatively fragile and can invade the body only through sexual transmission or injection into the blood stream. Outside the body, the AIDS virus is easily destroyed by mild soaps or disinfectants, such as a diluted solution of household bleach.

Because sexual contact makes it easier for an organism to enter the body, many other organisms are transmitted only by sexual contact: gonorrhea, syphilis, venereal warts, genital herpes, chlamydia, trichomonas, chancroid, and granuloma inguinale. Other infections transmitted sexually include shiegella, salmonella, guiardiasis, amoebic

dysentery, hepatitis-B, scabies, lice, and cytomegalovirus. Evidence suggests that the presence of sexually transmitted diseases increases the likelihood of infection with the AIDS virus and the development of AIDS.

HOW CAN EDUCATION HELP US STOP AIDS?

Our major weapon against the spread of AIDS has been and will likely continue to be our understanding of the disease and how it is transmitted.

One example of how an understanding of AIDS has generated behavioral change is the virtual elimination of the AIDS virus from the nation's blood supply. The response of persons at risk to requests that they not donate blood has helped ensure a safe supply of blood. Testing of donated blood for the presence of the AIDS virus has shown that members of high risk groups have ceased donating blood.

Two other examples of the effectiveness of education are the sharp decline in other sexually transmitted diseases among homosexual men in certain cities and the decrease among these men of sexual practices that increase the risk of AIDS. The declining rate at which AIDS is spreading in certain cities may also be partly due to the education of high-risk persons.

IV drug users, however, have proved to be a difficult group to reach and influence through educational programs. And many sexually active heterosexuals continue to behave in ways that suggest a denial of the AIDS risk, such as having contact with prostitutes.

DIAGNOSIS AND TREATMENT

WHAT ARE THE SYMPTOMS OF INFECTION WITH THE AIDS VIRUS?

Many individuals infected with the AIDS virus have no symptoms and experience no discomfort. Their defenses against infection are still functioning. Some have remained symptom-free for up to seven years.

If the AIDS virus causes moderate damage to the immune system, symptoms of chronic infection may occur and may include tiredness, fever, loss of appetite and weight, diarrhea, night sweats, skin rashes, yeast infection (candida) of the mouth, and swollen glands (lymph nodes)—usually in the neck, armpits, or groin. Most of these symptoms are quite common and do not usually indicate immune deficiency. Only if they persist *for more than two weeks* should a person see a doctor so that the cause can be identified with certainty.

When damage to the immune system is substantial, the serious opportunistic infections of AIDS are likely to occur. Most adults with AIDS have had one or both of two rare diseases: a parasitic infection of the lungs known as *Pneumocystis carinii* pneumonia (PCP), or a type of cancer known as Kaposi's sarcoma (KS).

Pneumocystis has symptoms similar to other forms of severe pneumonia, such as persistent cough, fever, and difficulty in breathing or shortness of breath.

Kaposi's sarcoma is a tumor of blood vessels and can occur on the surface of the skin or mouth or inside the body. The tumors may show up as purple, blue-violet, or brownish spots or bumps.

Other opportunistic infections seen in AIDS patients include unusually severe infections with yeast (candida), cytomegalovirus, herpes virus, and various parasites. But milder infections with these organisms, such as vaginal yeast infections, do not suggest immune deficiency.

When the AIDS virus attacks the brain and nervous system, symptoms may include memory loss, indifference, loss of coordination, partial paralysis, or mental disorders. Such symptoms may develop slowly over a

long period of time.

Children infected with the AIDS virus tend to have different opportunistic infections than adults. The most common findings in children are poor growth, enlargement of the liver and spleen, and a form of pneumonia in which white blood cells (lymphocytes) are found in large numbers in the lungs. *Pneumocystis* is less common and Kaposi's sarcoma is very rare among children.

HOW LONG AFTER INFECTION WITH THE AIDS VIRUS CAN AIDS OCCUR?

The time between infection with the AIDS virus and the onset of AIDS symptoms (the incubation period) can range from six months to six years or more. The longer a person has been infected with the virus, the more likely he or she is to develop AIDS.

In one study, for those infected for six years, the risk of developing AIDS was 30 percent. Antibodies to the AIDS virus, which are detected by the blood test, may take two weeks to three months to appear after exposure to the virus.

HOW IS AIDS DIAGNOSED?

Infection with the AIDS virus is indicated by the presence of antibodies to the virus in the blood. The diagnosis of AIDS depends on the presence of opportunistic diseases that indicate the loss of immunity. Tests demonstrating damage to various parts of the immune system, such as a decrease in the number of certain white blood cells (T4-lymphocytes), support the diagnosis.

IS THERE A LABORATORY TEST FOR AIDS?

There is no single test for diagnosing AIDS. There is, however, a test that detects antibodies to the virus that causes AIDS.

The current and preferred name for the AIDS virus is Human Immunodeficiency Virus (HIV). Other names that have been used for the AIDS virus are HTLV-III (Human T-Lymphotropic Virus, type III) and Lymphadenopathy Associated Virus (LAV).

Antibodies are substances produced by white blood cells to fight disease organisms. Unfortunately, the antibodies produced to combat the AIDS virus are not effective in destroying the virus.

The presence of antibodies to the AIDS virus means that a person has been infected with that virus. When a person is infected, it may take from two weeks to three months for antibodies to appear in the blood. *Even if someone has a negative test for antibodies, it is still very important to avoid high-risk behaviors.*

Although the test for antibodies to the AIDS virus is very accurate, it is possible to get a false positive result—indicating antibodies to the AIDS virus even though none exist. This inaccurate result is more likely to occur when the test is performed on persons whose risk of infection is low and may also be more common in pregnant women.

The antibody test is used to screen donated blood to prevent the AIDS virus from being transmitted by blood transfusions or use of blood products (such as Factor VIII) needed by patients with hemophilia.

The antibody test is available through private physicians and most state and local health departments, as well as from local AIDS services organizations. This test is strongly recommended for individuals at high risk who would change their behavior if they knew they were infected.

Confidentiality for those who choose to be tested is, of course, a very important con-

cern. In many testing centers, the test is done anonymously (using a number instead of a name), so that only the person tested knows the result.

IS THERE ANY DANGER OF GETTING AIDS FROM DONATING BLOOD?

No. Blood banks and other blood collection centers use new sterile equipment and disposable needles for each donor.

Today, all blood donors are interviewed, and blood is not accepted from individuals with high-risk behaviors. All donated blood is tested for the presence of the antibody to the AIDS virus. Any blood that tests positive is discarded, and the donor is notified.

This routine testing of blood products has made the blood supply safer than it has ever been with regard to AIDS.

The need for blood is always acute, and people whose behavior does not put them at increased risk for getting AIDS are urged to continue to donate blood as they have in the past. Persons having elective surgery may also wish to consider donating their own blood in advance of the surgery so that it will be available if needed.

HOW IS AIDS TREATED?

Currently there are no antiviral drugs available anywhere that cure AIDS. But the search for such drugs is being pursued vigorously.

Zidovudine (AZT) has been shown to prolong life in some AIDS patients and has been approved for use in certain patients. It does not, however, cure AIDS.

Work is continuing on other drugs that attack the AIDS virus and on drugs that might help restore a damaged immune system. Eventually, a combination of drugs may be the most effective therapy. Though no treatment has yet been successful in restoring AIDS patients' immune systems, doctors have had some success in using drugs, radiation, and surgery to treat the various illnesses AIDS patients suffer.

THE AIDS VIRUS

WHY IS AIDS SUCH A DEVASTATING DISEASE?

Individuals with AIDS are vulnerable to opportunistic infections because the AIDS virus selectively attacks the "helper" T-lymphocyte or T4 cell. This white blood cell is perhaps the single most important element in the body's defense against infection.

Nothing has a more devastating effect on the human immune system than the destruction of the "helper" T-lymphocyte.

T-cells are critical to defending against invasion by protozoa (single-celled animals), funguses, viruses, and many bacteria—the organisms responsible for the opportunistic infections seen in AIDS patients.

When a foreign organism is present in the bloodstream, it is picked up by a white blood cell called a macrophage. It is then the job of the T-cell to recognize the infection by means of a special area on its surface called a "receptor site." The T-cell then multiplies to form a "clone" of a thousand or more identical T-cells—all of which have the job of fighting that particular organism.

T-cells produce a number of different substances that help activate the immune system to overcome infection. These substances stimulate other white blood cells to destroy infected cells and invading organisms, instruct B-lymphocytes to multiply and produce antibodies against the invading organism, and stimulate the bone marrow to make more lymphocytes. T-cells also produce substances that help to destroy cancer

cells.

Since the cause of AIDS is a virus, it is the job of the T-cell to recognize it as such and to coordinate the different parts of the immune system in order to destroy it. Unfortunately, the AIDS virus has evolved the ability to hook on to the T-cell "receptor site," the very part of the T-cell that normally recognizes a virus infection. By blocking the receptor site, the virus prevents the T-cell from multiplying to form a special group (clone) of T-cells dedicated to attacking the AIDS virus.

This blocking capacity of the AIDS virus may explain why persons infected with the virus are unable to eliminate infection. Some antibodies to the AIDS virus are made by B-lymphocytes (resulting in a positive antibody test), but these antibodies are not effective in destroying the virus.

The AIDS virus may, over a period of months or even years, multiply and destroy T-cells. If a moderate number are destroyed, the infected person may have chronic symptoms such as diarrhea or weight loss. If a large number of T-cells are destroyed by the AIDS virus, then the body loses its ability to effectively fight infections due to protozoa, fungi, viruses, and bacteria that would normally be easily overcome. The presence of these infections helps establish the diagnosis of AIDS.

Powerful antibiotics and drugs may help the AIDS patient overcome one infection. But given the destruction of T-cells these patients have suffered, they are likely to contract another infection within a short time.

Loss of T-cells also makes certain cancers more likely to occur, such as Kaposi's sarcoma (a tumor of blood vessels) and cancers of the lymphatic system.

Even one encounter with the virus may lead to AIDS. But repeated exposure to the virus through sexual relations with infected persons or through injections of infected blood products may increase the risk of infection. The presence of other sexually transmitted diseases may also increase the risk.

WHAT IS THE AIDS VIRUS LIKE?

AIDS is the most serious form of infection caused by the Human Immunodeficiency Virus (HIV).

Viruses are very small particles made of the same material (nucleic acids) as the chromosomes found in the nucleus of each cell in our body. These chromosomes carry our genetic inheritance.

Chromosomes are made of DNA (deoxyribo-nucleic acid) and contain coded instructions (genes) for making the proteins that govern the activities of our cells. When a virus enters a cell, it inserts itself into our DNA and instructs the cell to make virus. As the virus multiplies inside the cell, the cell breaks open and releases the new virus particles. Viruses may also interfere with the genes that tell cells when to stop reproducing, so that the cells multiply uncontrollably to form cancers.

The virus that causes AIDS is made of RNA (ribo-nucleic acid) enclosed in a protein envelope. This envelope has the ability to attach to and block the receptor sites on the outer wall of the T-cell. The virus then enters the T-cell and uses an enzyme that it carries (called "reverse transcriptase") to copy itself into the DNA of the cell. (The drug AZT interferes with reverse transcriptase.) At this point, the virus may become inactive and remain hidden in the cell and may not be copied until the rest of the cell's DNA divides. For this reason, a person recently infected with the AIDS virus may be less likely to transfer the virus to others.

Perhaps in response to some new infection or other stress, the virus hiding in the T-cell DNA may suddenly begin replicating, using the chemical machinery of the cell to produce more of the AIDS virus. The increased number of AIDS virus particles then push through the cell wall, destroying the cell. These particles can then travel through the blood stream to infect other T-cells. Rapid multiplication of the virus can begin even several years after the initial infection.

Depending on how many T-cells are destroyed, the infected person may have no symptoms, chronic symptoms (ARC), or full-blown AIDS. Normally, about 950 helper T-cells occupy each cubic millimeter of blood. When this number falls below 400, the likelihood of chronic infection or AIDS is greatly increased.

Even in infected individuals who are free

of symptoms, the AIDS virus is usually present in blood and in semen or vaginal fluid. Smaller amounts of the virus may be found in sweat, saliva, and tears, but there is no evidence that these fluids transmit the virus.

AIDS patients, in addition to susceptibility to opportunistic infection and certain cancers, may also develop infections of the brain and nervous system. These infections are due to the ability of the AIDS virus to attach to and infect nerve cells, which have receptor sites similar to T-cells. But the cells of the brain are separated from many of the substances in the blood by the "blood-brain barrier." As a result, infections of brain cells are more difficult for drugs to reach.

WHERE DID THE AIDS VIRUS COME FROM?

As the French biologist Rene Dubos explains in *The Mirage of Health*, new infectious diseases are constantly evolving. The day will never arrive when we have "conquered" infectious disease once and for all.

The organisms that cause infections multiply, mutate, and evolve very rapidly. This rapid rate of multiplication and change explains why bacteria can quickly become resistant to new antibiotics. In addition to AIDS, other new infection-related deseases—Reye's syndrome, toxic shock syndrome, and Legionnaire's disease—have emerged during recent years.

It is reasonable to expect appearances of new infections. And because transmission through sexual intercourse gives infectious organisms an advantage, it is likely that many of these new infections will be sexually transmitted. Syphilis, for example, was virtually unknown prior to the 16th century, and genital herpes and chlamydia (the most common cause of tubal infections) have only very recently become significant problems.

Researchers do not know for certain where the AIDS virus came from. It is a member of a group of viruses called lenti-viruses—the "slow" viruses that can leave victims free from symptoms years after infection. The lentivirus that causes visna, a wasting disease in sheep, is similar to the AIDS virus.

Another recently discovered lenti-virus, STLV-III, causes a disease similar to AIDS in the African green monkey and could be a remote ancestor of the AIDS virus. Other viruses similar to the AIDS virus have recently been discovered in West Africa. These viruses infect humans, and some also cause immune deficiency.

Blood samples drawn in the 1950s from individuals in different countries have been tested for evidence of the AIDS virus. Only those samples collected from a small region of central Africa have tested positive. This finding has led to speculation that the virus may have spread from central Africa to other parts of Africa and then to Haiti, the Americas, and Europe.

RESOURCES

"The AIDS Virus," Robert Gallo, *Scientific American*, February 1987.

The Mirage of Health, Rene Dubos, 1959 (Anchor paperback): an excellent discussion of the evolutionary and biological environment that we share with microorganisms.

Surgeon General's Report on Acquired Immune Deficiency: single copies free by calling 404-329-3534.

Public Health Service AIDS Hotline: 800-342-AIDS or 800-342-2437.

Minority Task Force on AIDS: 212/749-1214.

National Gay Task Force AIDS Hotline: 800-221-7044 (212-807-6016 in New York).

National STD Hotline (American Social Health Association): 800-227-8922.

AIDS School Education File: available on a computer bulletin board called Combined Health Information Database (CHID). Password can be obtained from BRS, 1200 Route 7, Latham, NY 12110; 800-345-4277. Cost is $10 to $45 per hour.

The Health Information Network

PRINCIPLES OF EDUCATION AND BEHAVIORAL CHANGE

To be effective, education to end the spread of AIDS and other diseases needs to change the health-related behaviors that put people at risk. But behavioral change will not result from the simple process of providing information. Successfully persuading individuals to alter their behavior requires more complex strategies—strategies based on specific, research-based principles. The Senior Science Advisory Group, a panel of distinguished scientists within the Health Information Network, cites 9 principles that have the potential to link education to behavioral change.

1. Effective health education rests on both a *scientific and an ethical* foundation. No value is more fundamental than the sanctity of human life.
2. What constitutes healthy or risky behavior can be objectively established by scientific investigation. But the decision to practice or to reject healthy behavior always remains a personal moral choice.
3. Health education that relies only on the transmission of information is ineffective. Behavioral change results only when information is supported by shared community values that are powerfully conveyed.
4. Health-promotion programs must go beyond one-shot approaches. Effective programs are persistent, persuasive, and sustained.
5. Effective health education derives from many important sources: family, school, peer groups, the neighborhood, religious organizations, the workplace, the commercial media, and the unique leadership within each community.
6. Schools and communities that work together to promote health and combat health problems *will develop their own individual programs*—programs that respect *both* the scientific (that is, replicable) facts about health-enhancing behavior *and* the texture of values, traditions, and ethical convictions within those communities.
7. Our attitudes toward new information, and the reasons we use or refuse to use that information (e.g., the scientific finding that cigarette smoking endangers health), are the same for children and adults. Both children and adults who "know better" nonetheless persist in health-debilitating patterns of behavior.
8. Efforts to deter unhealthy sex-related behavior rest on the same principles used in attempts to deter reckless or drunken driving, cigarette smoking, drug abuse, unhealthy nutritional habits, and obesity.
9. Everyone needs the opportunity to practice the skills necessary to change the behavior of family members, peers, friends, and fellow workers. Among teachers, mutual support and peer consultation will be essential. Community support is necessary to support and legitimate the health education efforts of teachers.

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